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ABSTRACT

This report results from a self-study performed by Kishwaukee College in Illinois to prepare for a site visit from the North Central Association for accreditation. It details operations and goal outcomes of the college, and divides these data into eight sections: (1) an introduction, which contains an institutional profile, accreditation history, environmental assessment, and a description of the self-study process; (2) mission and purposes, which discusses the college's mission statements and provides a summary of how its programs and resources help accomplish these missions; (3) human, physical, and financial resources, which describes employment practices and procedures, educational facilities, revenues and expenditures, and student services; (4) accomplishment of purposes, focusing on curriculum and instruction, assessment, and public services; (5) continuing effectiveness; (6) integrity, which discusses student accessibility, fiscal responsibility, and internal policies; (7) conclusion and request for continued accreditation, summarizing the college's overall strengths, challenges and recommendations; and (8) appendices, which include the North Central Questionnaire, the self-study time line, faculty and staff salaries, and various charts and statistics regarding the college's programs and services. (EMH)

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ED 433 904

Kishwaukee College
North Central Accreditation
Institutional Self-Study Report

January 1999

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This self-study provided us with an opportunity to review, analyze, and evaluate all aspects of our operation. This study was completed with the involvement of numerous employees, our Board of Trustees, business and community members, and students. During the three-year process, our College has had the opportunity to identify its strengths and challenges and continually address challenges toward making improvements.

While this self-study is one of the results of our three-year study, one of the most important benefits has been increased communication within the College community related to our mission, purposes, outcomes, and dreams. We hope that the evaluation team will benefit from the descriptions, analyses, identification of challenges, and recommendations as they attempt to understand the present environment at Kishwaukee College and its future opportunities.

All of our staff who served on committees, our students and community who participated in surveys both for this study and for continued efforts to improve this institution, deserve special recognition and gratitude.

Kishwaukee looks forward to the recommendations and suggestions from the visiting team. We are confident that their observations will be helpful in meeting our mission and in enhancing the quality and effectiveness of our institution.

Diane McNeilly
NCA Self-study Coordinator

North Central Accreditation
RECOMMENDATIONS AND RATIONALE

The visiting team's recommendation for action, including its recommendation to continue the accreditation of Kishwaukee College, is shown in the Worksheet for Statement of Affiliation Status form.

The visiting team's reasons for its recommendations are that Kishwaukee College has demonstrated throughout the Self-Study Report that it is satisfactorily meeting the General Institutional Requirements and the Criteria for Accreditation as reflected in the team's report. This conclusion was reinforced during the team's visit as a result of meetings and discussions with the Board of Trustees, citizens and advisory committees, the Chairman of the Kishwaukee College Foundation, students, faculty, support staff, representatives of the administration and institutional management in addition to reviews of College financial reports.

The team found the College well prepared for its on-site evaluation for continued accreditation, and it had addressed the concerns raised in previous visits. The College has established excellent community and business partnerships and maintains sound human, financial, and physical resources. Kishwaukee College is an institution that is devoted to excellent educational and student services programs.

The team is unanimous that, while Kishwaukee College has challenges to address, it can continue to accomplish its mission and purposes. The College has a solid history of and commitment to its citizens and strongly demonstrates its dedication to the needs of students, district businesses and industries, and the community at large. While the hallmark of the institution continues to be its personnel, the financial position of the College and the facilities are impressive.

The team recommends that the next comprehensive evaluation take place in ten years, during the 2008-2009 academic year.

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Acknowledgments

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General Institutional Requirements

Kishwaukee College, an institution affiliated with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, meets the general institutional requirements. The responses indicate how the College has met the requirements and also indicate in which of the self-study chapters and other documents more information is located.

Mission

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

The current Kishwaukee College Mission Statement was revised along with the College philosophy, profile, and development of extended purpose statements as part of a recommendation from the College Assessment Committee in 1993. Educational Testing Services (ETS) surveys were administered to obtain input from all aspects of the College community prior to rewriting the College mission statement. The final version of the mission statement, along with the profile, philosophy, slogan, and extended purposes, were approved on January 11, 1994. The mission statement was reviewed as a part of the strategic plan in January 1996 and was not modified. (Criterion One)

2. It is a degree-granting institution.

The College is authorized to grant three degrees: Associate of Arts, Associate of Science, and Associate of Applied Science. The College is also authorized to grant certificates in career-oriented fields. (Criterion Three)

Authorization

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

Kishwaukee College was established as a comprehensive two-year college by local referendum as authorized by the Public Junior College Act. It now operates under the provisions of the 1965 Public Community College Act of the State of Illinois, Chapter 110. The College operates according to the Illinois Community College Board (ICCB) Rules Program Manual for Illinois Public Community Colleges. ICCB first recognized the College in 1968 and has continued that recognition each year thereafter. In addition, certain selected programs in the career fields require accreditation by the Illinois

Department of Registration and Education. This is true for the College's programs in registered nursing and real estate. Where these requirements exist, the College holds the necessary accreditation.

4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.

The 1965 Act establishes the legal right for any community college district organized under the Act to offer courses and programs as a public, not-for-profit institution. The Kishwaukee College district was organized by a vote of the people of the district in 1966.

Governance

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

The College is governed by a Board of Trustees consisting of seven members elected at large for six-year terms and one student member elected by the student body or selected by the student government for a one-year term. The Board has the legal authority under the 1965 Act to govern the College. (Criterion Two) The Board of Trustees establishes and reviews policies that govern the institution. Such policies are detailed in the policy manual. The Board's monthly meetings are open to the public, and the minutes of those meetings are available.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

The governing board is elected at large. One student member is elected by the student body or appointed by the student government and casts an advisory vote on matters for Board approval. The Board must, by law, be autonomous from the College. Members of the Board cannot be employees of the College. Each member submits a yearly statement of economic interest to the county clerk to avoid a conflict of interest. Board members serve without compensation.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The Board employs and evaluates the president. The policy manual states that the Board delegates the everyday operation of Kishwaukee College to the president in accordance with the Public Community College Act. Dr. Norman Jenkins is the president of Kishwaukee College. He has served continuously as the College president since 1978.

8. Its governing board authorizes the institution's affiliation with the Commission.

The College was granted candidacy in 1968. This classification was changed when recognition of five years was awarded in 1973. In 1978, the College was awarded accreditation for the maximum allowable ten-year period. In 1988, the College was awarded continued accreditation for the maximum allowable ten-year period. The Board of Trustees has officially sanctioned Kishwaukee's affiliation with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Board members were informed about the self-study process as a part of this NCA affiliation.

Faculty

9. It employs a faculty that has earned degrees from accredited institutions appropriate to the level of instruction offered by the institution.

The fundamental hiring criterion at Kishwaukee is a master's degree in the teaching field in pre-baccalaureate programs or equivalent experience in occupational programs. All full-time teaching faculty in the pre-baccalaureate programs hold master's degrees or higher. A few part-time teaching faculty in the pre-baccalaureate programs have only bachelor's degrees and master's course work but are teaching introductory or developmental courses. The seven full-time faculty in the occupational programs without bachelor's degrees have appropriate work experience to fully qualify them for their teaching assignments. (Criterion Two)

10. A sufficient number of the faculty are full-time employees of the institution.

The College employs 67 full-time teaching faculty. These faculty teach 65% of the courses offered in an average semester. The ratio of student full-time equivalent (FTE) to full-time faculty at Kishwaukee is 28 to 1. There is only one other community college in Illinois with a lower ratio. Kishwaukee values full-time faculty and makes every effort to have an appropriate number of full-time faculty serve our students and community. (Criterion Two)

11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

Development of curriculum is and has always been listed as one of the primary duties and responsibilities for full-time faculty. Full-time faculty develop proposals and requisite supporting materials for new courses, modification of courses, and programs at the College. Proposals are submitted to the division following advisory committee approval when appropriate. With division approval, course and program proposals go before the Curriculum Committee for action. Faculty from each instructional division of the College serve on the Curriculum Committee. Faculty are also instrumental in conducting and evaluating program reviews, which are completed for all associate's degrees and certificates, as well as Adult Basic Education, Community Education and Services, Learning Resources Center, and the Learning Skills Center on a five-year rotation as prescribed by the Illinois Community College Board. (Criterion Three)

12. It confers degrees.

The College confers three types of degrees: Associate of Arts, Associate of Science, Associate of Applied Science. It also awards certificates in career-oriented fields.

(Criterion Three)

13. It has degree programs in operation, with students enrolled in them.

Students are enrolled in all degree programs at the College. The Illinois Community College Board mandates a five-year program review cycle in which the College must show that enough students are enrolled in, and benefitting from, a program to keep it viable. Our program review process is faculty-driven and comprehensive. While using the ICCB's guidelines for program review, the College evaluates additional aspects of our programs to meet the needs of our community, going well beyond what the ICCB requires.

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

The degrees offered at Kishwaukee College are similar to those offered in the Illinois Community College System and recognized as standard degrees by the Illinois Community College Board. All of its degrees are approved by the Illinois Community College Board and Illinois Board of Higher Education and comply with the ICCB's regulations which include specifications for general education courses. As of summer 1998, Kishwaukee will also be in compliance in all respects with the Illinois Articulation Initiative for general education, an effort to smoothly matriculate students from college to college in Illinois.

The degree programs are compatible with the College mission and purposes of providing "a broad range of education programs . . . providing students the opportunity to enhance their abilities . . . challenge students to become increasingly aware of . . . community responsibilities and community and global awareness." The degrees meet the mission and purposes of the ICCB as stated in their *Vision 2000* paper.

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of programs.

The three associate degree programs meet or exceed the core degree requirements of the ICCB and the Illinois Articulation Initiative (IAI). The new 64-hour associate of arts and associate of science degrees (1998) were reviewed and accepted by the Curriculum Committee for adoption in summer 1998. During 1997-98, both our former degree requirements and the new degree requirements were listed in the College catalog. Our associate of applied science degrees vary from 62 to 72 hours and include 15 hours of general education course work as required by the ICCB. The degrees educate students with a technical core and speciality courses designed to prepare students for employment in their major field. Educational guarantees exist for all degrees. All degree programs adhere to the revised Classification of Instructional Programs (CIP) coding system established by the United States Department of Education for all transfer and career programs.

16. Its undergraduate degree programs include coherent general educational requirements consistent with the institution's mission, designed to ensure breadth of knowledge and to promote intellectual inquiry.

Each degree has the following components: general education intended to impart common knowledge; intellectual concepts and attitudes which enable students to understand and appreciate their culture and environment; and skills in communication, quantification, analysis, and synthesis necessary for future growth as lifelong learners. These general education requirements are listed on page 50 of the 1998-99 catalog along with specific requisites for basic knowledge and terminology, thinking, and an appreciation of the value of general education. General education courses comprise 75% of the associate of arts and science degrees and a minimum of 15 credit hours of the associate of applied science degree. All faculty are expected to incorporate general education concepts and skills into their courses.

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

Kishwaukee welcomes all who can benefit from its courses and programs (as defined by the Omnibus Budget Reconciliation Act of 1990) including all high school graduates, those 18 years of age and older, and those younger than 18 if they meet established criteria.

Admission to the College does not ensure admission to specific programs or courses of study. Admission to college-level courses in English and mathematics requires proof of prerequisite skills appropriate to the program of study. Developmental courses in mathematics, English, and reading are provided for those students who need to strengthen their basic skills before attempting college-level work. Admission to the allied health technology programs is competitive; this includes admission to the Nursing, Radiology, and Therapeutic Massage programs. Admission of international students is based on specific selection criteria in compliance with U.S. Immigration and Naturalization Service requirements.

18. It provides its students access to those learning resources and support services required for its degree programs.

The College provides students with a variety of learning resources and support services. The Learning Resources Center provides both print and electronic resources in support of the College's academic programs. Additionally, the Learning Skills Center provides both professional and tutoring services as well as electronic resources for students. Advising and peer counseling services combined with placement testing identify students who need additional services offered by the College. Developmental courses are provided for students who need them to be successful in post-secondary courses and programs. (See Criteria Two and Three) The College's facilities comply with the Americans with Disabilities Act.

Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

The College is audited annually by an independent, certified public auditing firm. Copies of the audit and annual report are made available to the public and are submitted to the Illinois Community College Board. In addition, audits for external grants are submitted to the federal government and to other appropriate agencies.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

The allocation of resources for the last two years illustrates the College's support for its educational programs. These budgets are developed based on the College strategic plan (three- to five-year plan) and its annual budget priorities (developed each fall for the following fiscal year).

Table 1 College Budget Allocation

Fund	1996-97	1997-98
Direct Instruction	57.4%	57.1%
Learning Resources Center	4.4%	4.6%
Student Services	7.2%	7.5%
Community Education and Services	2.6%	2.5%
Data Processing Services	3.5%	3.4%
Information and Publications	2.9%	2.9%
General Administration	5.9%	5.9%
General Institutional Expense	1.0%	1.1%
Operation, Buildings, and Maintenance	15.1%	15.0%

21. Its financial practices, records, and reports demonstrate financial viability.

The College financial plan and budgeting process are based on the College mission, strategic plan, and designated priorities of the College. The financial review and audits indicate the continued financial viability of the College. The College has little long-term debt and operates annually in the black.

The College budget is developed with input from all areas of the College and monitored by appropriate units. Monthly financial statements are prepared for College units and presented to the Board of Trustees at its regularly scheduled meetings. The College maintains positive balances in all funds. This pattern of budgetary restraint has been consistent throughout the history of the institution.

Public Information

22. Its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; its learning resources; its admissions policies and practices; its academic and nonacademic policies and procedures directly affecting students; its charges and

refund policies; and the academic credentials of its faculty and administration.

The 1997-98 catalog contains this material with some information being repeated in the class schedule. The class schedule is published each term and contains information on courses, current charges, and refund policies. This class schedule is sent to each district residence.

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

The 1998-99 catalog indicates on page one that the College is accredited by the North Central Association of Colleges and Secondary Schools and provides the address of the NCA. The accreditation is also mentioned in the spring consumer report which is included in the class schedule and on our Web site. Other accreditations in Nursing and Radiology are mentioned in student handbooks and on page one in the College catalog.

24. It makes available upon request information that accurately describes its financial condition.

The financial information about the College is included in its official annual audits, budgets, and financial statements. These documents are available upon request in the president's office.

Additionally, in accordance with the Illinois Public Community College Act, the College annually publishes a financial statement in the local newspapers before November 15. Illinois statutes require public hearings on the College budget and tax levies. Local newspapers publish notice of these hearings. The financial picture of the College is reviewed with the Board of Trustees on a monthly basis in open session with members of the press in attendance.

Introduction

This section presents an institutional profile outlining the history of the College, describes its accreditation history, presents a description of the selected characteristics of the environment in which the institution operates, explains the self-study process, and describes the College's response to the concerns from the last NCA evaluation.

Institutional Profile

Kishwaukee College is one of 49 community colleges in Illinois. The College is located in the center of the district. The district includes the communities of Chana, DeKalb, Fairdale, Genoa, Kings, Kingston, Kirkland, Lindenwood, Malta, Paw Paw, Rochelle, Shabbona, Steward, Sycamore, and Waterman. The 815 square mile College district includes parts of Boone, DeKalb, Kane, LaSalle, Lee, Ogle, and Winnebago counties. The population of the district is 86,799 (4th smallest in the state) with an EAV of $1,080,000,000 (13th smallest in the state).

Instruction through traditional transfer and occupational programs, community education, and adult education is offered on the main campus located in Malta, Illinois, and in a variety of settings including local schools, community centers, churches, and area businesses. Sixty-seven full-time and more than 150 part-time instructors deliver credit course work in the transfer and occupational programs each semester. The College also offers a variety of training activities for, and in conjunction with, local business and industry.

Over the last ten years, the College's permanent building facilities have nearly doubled in size with the majority of our offerings being housed under one roof. The grounds have been further developed and provide a very beautiful campus setting.

Accreditation History

In 1968, the College applied for and received candidate status. This classification was changed when full recognition for five years was awarded in 1973. The North Central Association restricts candidacy status to a maximum length of six years following application. Kishwaukee's accreditation was awarded prior to this maximum time frame.

In 1978, the College was reviewed again by an NCA evaluation team and awarded full accreditation for the maximum ten-year period. At that time, the College was at the threshold of a new administration with the imminent retirement of its first president, Dr. W. Lamar Fly. The visiting team indicated that the transition would not cause any disruption or deterioration of effort or stability gained during the first ten years of the

College's growth.

In the 1988 NCA evaluation, the College was again awarded full accreditation for the maximum ten-year period. At that time, the College was in need of expanded facilities, was lacking in long-term planning and centralization of research functions, and was adjusting to a collective bargaining atmosphere following the first contract negotiations under the new collective bargaining law.

In an unannounced inspection by the NCA in April 1997, the College was commended for its planning, record keeping, facilities, and equipment.

As we prepare for our service beyond 1998, we are confident that we can demonstrate to the NCA evaluation team that our underlying processes and resources will more than adequately serve the College in the future.

Environmental Assessment

Demographics

Between 1989 and 1996, the College district's population grew from 82,096 to 86,799. The percentage of population change within the district communities is interesting. The lowest rates of growth in population are in Rochelle (2%) and DeKalb (4%). The other DeKalb County communities have experienced more growth between 1990 and 1994: Cortland (59%), Genoa (8.17%), Kingston (25%), Kirkland (13.45%), Lee (18.18%), Malta (12.6%), Shabbona (17.84%), Sycamore (13.92%), and Waterman (8.10%).

The district EAV grew from $598,792,000 to $1,080,000,000 reflecting expansion in industrial and retail businesses and housing starts within the district over the last six years. The housing starts reflect both population growth and a greater number of smaller family units.

Major full-time employers in DeKalb County include Northern Illinois University (3,630), Kishwaukee Community Hospital (490), Caterpillar (436), Alloyd (304), DeKalb Genetics (600), Electro-Mechanical Devices (240), 3M (234), Wal-Mart (200), A.O. Smith (200), Nestle (185), Auto Meter (210), Driv-Lok (180), Ideal (443), Johnson Controls (150), Seymour of Sycamore (110), Sycamore Systems (180), Valley Recreation (140), AG Communications Systems (800), and Greenlee Textron (155). Rochelle major industries include Americold (72), Avery-Dennison (325), DelMonte (140), Eaton (330), Petro Travel Plaza (150), Rochelle Foods (1,040), Rochelle Hospital (150), Rochelle Logistics Center (110).

The student population in annual full-time equivalent (FTE) grew from 1,573 in 1989, to 1,912 in 1996. The gender of our student population has not changed significantly; we still have a greater percentage of female students than male. There has been no significant change in the percentage of students taking baccalaureate, occupational, or adult basic education courses over the last seven years. There has been no significant change in the ages of our students over the last seven years. However, there has been an increase in the percentage of black and Hispanic students being served by the College. While there has been no significant change in the percentage of freshman and sophomore students, there has been an increase in the percentage of transfer students. The College continues to serve a high percentage of the district population--36/1,000 compared to the state average of 30/1,000. Our student population decreased in FY96 and FY97. This may have been because of such factors as high employment in the district and a significant reduction of reverse transfer students from neighboring Northern Illinois University (NIU).

Area Economics

The economic climate of the district has changed significantly in the last ten years. There has been a decrease in agriculture-related employment coupled with growth in the distribution, service, and retailing industries. Unemployment is at its lowest rate in the ten-year period (3-4.6%). Employers are having difficulty filling openings, and new employers are faced with the dilemma of securing adequate numbers of qualified employees. The number of small businesses and industries within DeKalb and Ogle Counties has doubled during the last ten years. The DeKalb County Economic Development Corporation (DCEDC) and the Greater Rochelle Economic Development Corporation (GREDCO) have been instrumental in attracting small businesses and new industries to the area. The Greater Genoa Area Development Advisory Council has been giving input to various governing bodies as it relates to business and industry. Kishwaukee has played a significant role in attracting new businesses and industries to the area by providing training for workers and retraining programs for business and industry. The effect of this significant economic development and an 8% increase in population has resulted in a doubling of the equalized assessed valuation for the College over the last 10 years.

Northern Illinois University is also an important part of the economic picture in our College district. Being the largest employer in the district, NIU and its students significantly impact the area economy through purchases of goods and services. Additionally, reverse transfer and co-enrolled students from NIU account for 20 percent of Kishwaukee College's enrollment. Another financial factor affecting the College is securing qualified part-time instructors. The pool of graduate students and their spouses attending NIU certainly serves as an excellent resource for qualified part-time staff. The NIU Institute for Governmental Studies has also been helpful in developing regional consortia data used for making decisions related to programs and studies. NIU is a part of our educational regional delivery system.

While there has been a reduction in the percentage of the revenue received from the state, we have been successful in passing both a bond and an operating tax referendum boosting local support for the College. This increase plus an increase in EAV and a recent trend toward state block grants have resulted in an optimistic fiscal atmosphere. We have been able not only to maintain but also to improve our facilities, equipment, and services. Cooperation among College units along with dynamic planning processes has enabled the College to fund its financial priorities.

Partnerships

There has been an increased emphasis on the development of partnerships with businesses, agencies, institutions, schools, and others. These partnerships enhance the offerings and services to our community, maximize use of resources, and prevent duplication of efforts.

Kishwaukee is a significant partner with the Illinois Education-to-Careers in our area, a one-stop center which services the College district. We have formed partnerships with our local high schools to deliver both services to special needs students and occupational students. We have collaborated with universities to offer 2+2 programs for occupational students and to provide transfer programs for our students who elect the A.A.S. degree programs. We have joined forces with other community colleges and universities in the area to make education more convenient for our students through distance learning and to provide increased services to our manufacturing businesses. We maintain cooperative agreements with adjacent community college districts to offer a variety of certificates and degrees not offered in our district. We have increased our partnerships with area hospitals for our occupational programs. We collaborate with local industries for support in terms of equipment, advice, and staff development needs for faculty. We work with the Illinois State Board of Education and other federally funded programs to deliver services and programs to special populations and to vocational students. We also cosponsor classes with businesses and community organizations. Coordination with social services has resulted in joint programs, sharing of resources, and referral of students.

Other Significant Events

Each year a number of special events are planned by College staff. These events are designed to enrich the lives of our students, the community, and our College employees. A sampling of these activities follows:

International Week is celebrated with a variety of activities each October. The programs are scheduled during the week in which the United Nations is honored. While international events are scheduled throughout the school year, an entire week is devoted specifically to draw attention to our global efforts.

Earth Day is celebrated each spring either in a one day format or over several days. This event is centered around a national effort to draw attention to our natural resources.

The Arts/Communications/Social Sciences division periodically plans a humanities forum which is a special event for students, community, and employees. This program is usually scheduled once or twice on a single day.

The Cultural Diversity Committee plans events throughout the year to serve the needs of our students, community, and faculty related to understanding and valuing the diversity of our world population.

The Women and Family Issues Committee plans a fall family festival as well as a month of activities to celebrate the status of women in this country and their place in history.

The Black Student Club plans a month of activities in conjunction with Northern Illinois University to celebrate the accomplishments of black people in the United States.

A subcommittee of the Diversity Committee plans events to increase awareness of issues facing gay persons in our society during the month of April.

The Office of College Development coordinates efforts to make the community aware of Kishwaukee College during the month of April.

Individuals in the occupational divisions, the coordinator of career planning and placement, and the coordinator of Education-to-Careers work together to sponsor a job fair for the community.

The Office of Development and the Horticulture Department cosponsor a summer event intended to attract the public; one of the major enticements is our beautifully landscaped campus and our extensive trial gardens.

Every other year Adult Basic Education and Special Programs organizes a Fiesta Hispano-Americana to promote the understanding and appreciation of Hispanic culture as well as to raise money for the Hispanic scholarship fund.

Continual Quality Improvement

The climate at the College is one of "can do." Employees are involved in efforts across College divisions and have responsibilities to create an environment conducive to learning both in and out of the classroom. Solicited, as well as unsolicited, suggestions for continuous improvement are welcome. Participation in committee work is appreciated and encouraged but needs to be rewarded more often and publicly.

Students are also involved in our continual quality improvement efforts. Through a variety of surveying techniques, focus groups, and other planned assessment techniques, student input is received and this has resulted in positive change at the College.

Significant new or modified planning procedures or devices are in place to assist the College in focused planning and resource allocation. All professional staff at the College and select support staff have the opportunity to be involved in total College planning processes. This type of involvement can also lead to greater understanding of the issues and challenges that face the College and its district.

Self-study Process

The goals of the self-study are to engage the College community in comprehensive self-evaluation and self-reflection, to achieve NCA re-accreditation, to increase communication related to the College direction and culture, to increase the sense of community among College employees, and to accurately reflect the strengths and challenges facing Kishwaukee College. In this spirit, a logo for the self-study was developed and was used on the NCA News Briefs that were distributed on the campus and to the Board. This logo indicates that we will succeed in this process and as an institution through the four "Cs"--communication, collaboration, commitment, and credibility.

During the spring of 1996 the president appointed the NCA self-study coordinator. Faculty and administrators participated in information meetings concerning the self-study, and volunteers were sought for both the Steering Committee and ten subcommittees. During the summer of 1996, the initial steering and subcommittee membership was determined. The Steering Committee held its first meeting during the summer of 1996.

During the fall of 1996, the Steering Committee developed the self-study plan and a time line which was submitted to the NCA in October. The self-study coordinator also presented the self-study plan and goals to the College's Board. Subcommittees for Criteria One and Two, writing, hospitality, and communications began their work during fall 1996, while the Steering Committee wrote a response to the last NCA report and collected materials for the GIRs.

During the spring of 1997, the Steering Committee considered the draft of Criterion One and the response to the last NCA suggestions. The drafts for Criteria Two and Three plus the GIRs were reviewed during the summer of 1997. For a time line of the remainder of the self-study process, see Appendix B.

Two strengths of our process were the concept of not only having volunteers to work on the NCA self-study but also to involve all College employees in the process through informational meetings, literature, or surveys.

Throughout the preparation of this document, we have worked diligently to communicate, to collaborate, to behave with a commitment to the institution and its future, and to demonstrate credibility to our College and greater community. This is essential if the document is to serve as a vehicle for self-reflection and to provide direction for our future.

Response to Last NCA Concerns

1. Consider designating someone other than the chief academic officer as the chief negotiator.

Although a member of the negotiating team, this officer is no longer designated as chief negotiator. The College has engaged the services of an external professional individual to negotiate with the Kishwaukee College Educational Association on collective bargaining matters.

2. Lobby for increased state aid.

Following a reorganization of the Illinois Board of Higher Education (IBHE) in which state universities were allowed to form their own separate boards of directors, the College lobbied heavily to have the Illinois Community College Board placed under the Governor's jurisdiction. While gaining approval in both the state house and senate, the measure was vetoed by the governor of the state. It was the joint effort of community college presidents along with boards of trustees, who lobbied for agreements with the IBHE to provide block grants and direct construction funding without IBHE approval. It is this type of funding that is the new concept in aid to community colleges.

3. The six temporary buildings are in deplorable condition and need to be replaced as soon as possible.

Four of the six temporary buildings were demolished following construction of the addition to the permanent facilities in 1992. The child care center was completely rehabilitated to comply with national requirements for an approved facility. One remaining building, Douglas, has been retained and refurbished to use for storage and maintenance.

4. There is a dire need for expansion of the Learning Resources Center (LRC) for shelf space, study areas, work areas, audio-visual space, computer laboratories, etc.

With the completion of the 1993 addition and renovation, the LRC has more than doubled its space. Unless our student body grows much faster than anticipated, facilities should be adequate for the next 10 to 15 years.

5. As long as faculty and staff are perceiving the need for better communication and not the need to administrate, reasonable attempts should be made to meet these needs.

Avenues for communication have been opened through required and optional faculty meetings; division, department, and cross-departmental meetings; standing committees such as Academic Standards, Curriculum, and Assessment; and opportunities to meet with instructional deans--all of whom maintain an open-door policy.

Mission and Purposes

CRITERION ONE

"The Institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher learning."

Mission Statement

Development of Kishwaukee College's Mission Statement

In the fall of 1993, the Assessment Committee asked a subcommittee to review the existing mission statement and to rewrite it to reflect the current direction of the College. At the time we had one statement titled Philosophy and Mission. This section also listed the College's goals. For clarity, the Assessment Committee decided to separate information regarding our philosophy (why we do what we do), our mission (what we do), and our goals (how we do what we do). The demographic information was listed in the profile section.

The subcommittee reviewed many sources on the writing of mission statements including *Planning for Assessment: Mission Statements, Goals, and Objectives* by Lion F. Gardiner and *State Plan for the Illinois Community College System.* The subcommittee also collected copies of mission statements written by other institutions and used the results of the Community College Goals Inventory (9/93) in which administrators, full- and part-time faculty, business leaders, students, and members of advisory committees ranked Kishwaukee College priorities in order of importance. This Educational Testing Service (ETS) Inventory was extremely helpful in providing structured guidance on what our community viewed as important. The subcommittee reviewed the philosophy and mission statement, and identified "what we do" information.

Using the ideas and information collected, the subcommittee selected items that might be included in a new mission statement and presented the list to the Assessment Committee. This began a continuous process of feedback and revision that eventually included the rest of the Kishwaukee College staff. This kind of interaction was helpful because it not only provided valuable feedback to the subcommittee, but it also kept the staff informed and made them a part of the process.

The Assessment Committee presented the final versions of the profile, the philosophy, the mission statement, and the goals to the Kishwaukee College Board of Trustees. The Board approved the statements on January 11, 1994. These were published in the 1994-95 catalog and have been included in all subsequent catalogs.

The Relationship of the Vision, Philosophy, and Mission Statements

The College's vision statement, which was developed in 1996 as a part of strategic planning, and the philosophy statement are closely linked to the mission and purposes; therefore, the texts of all are included.

Vision Statement - What We Would Like to Be and Do as a College

"It is our vision to be the Kishwaukee community's first choice for quality education."

In pursuit of this vision, Kishwaukee College will:

- Serve learners of all aspirations and abilities.
- Be a model of effective teaching and continuous learning.
- Facilitate learning anywhere, any time.
- Help students capitalize on change.
- Be accountable for its programs and services.
- Be acknowledged for the caliber of its staff and the competence of its graduates.

Philosophy Statement - Why We Do What We Do

"Kishwaukee College is an integral part of the community and provides accessible and flexible educational opportunities. The College accords equal respect to all educational pursuits. Focusing on individual educational needs requires a recognition of the student diversity; therefore, the College provides support services and educational services to meet individual needs. As an institution whose primary mission is student learning, Kishwaukee College is committed to providing education which will assist individuals in developing to their optimum capacity. Since learning is a lifelong process, the College provides opportunities for people to develop critical and creative thinking skills and problem solving abilities. These abilities will empower students to function more effectively."

Mission Statement - What We Do

"Kishwaukee College provides quality, accessible, and cost-effective educational opportunities through a learning centered environment. The College is committed to the holistic development of the individual through a broad range of educational programs

and services. Providing students the opportunity to enhance their abilities and promoting dignity and respect for all individuals are of the utmost importance. Kishwaukee College challenges students to become increasingly aware of their personal and community responsibilities and to develop community and global awareness."

Appropriateness of Mission Statement

The mission statement identifies appropriate continuing and long-range goals. It focuses on student learning and shows a commitment to higher education standards.

The North Central Questionnaire (Appendix A) completed in September 1997 indicates that 101 out of 106 (95%) respondents understand that the College's mission provides direction for the College assessment program. Most employees also understand that the mission provides a basis for the College strategic planning and that it guides departmental decision-making.

Strengths

1. Separating the mission information from the philosophical information clarifies what the College strives to do.

2. The mission is considered in College planning, budgeting decisions, assessment activities, and efforts in Continual Quality Improvement (CQI). (See Figure 1)

3. There is a connection between the College's vision statement and its mission statement regarding Kishwaukee College's desire to "serve learners of all aspirations and abilities," "facilitate learning anywhere, any time," "be accountable for its programs and services," and "be a model of . . . continuous learning."

4. People from across the campus and the community contributed to the development of the mission statement.

Challenges

1. The relationship between the College's vision statement, philosophy statement, mission statement, and purposes should be studied to ensure unity and coherence.

2. The vision statement should be included in the catalog along with the mission statement.

3. The mission statement should be revised again to include references to:

   a) the College as an agent for change and improvement in the community;

   b) the College's important role in the economic development of the community and individual students; and

c) the College's role in preparing students for future studies at other institutions.

College Purposes - *How We Accomplish Our Mission*

Transfer Programs

Kishwaukee College provides a broad and appropriate range of general education and elective courses which lead to a smooth and complete articulation to Illinois colleges and universities.

a. Students will be able to transfer general education courses to Illinois colleges and universities honoring the Illinois Articulation Agreement.

b. Graduates of the A.A. and A.S. degrees will be able to attain junior standing upon transfer to Illinois four-year colleges and universities.

Occupational Programs

Kishwaukee College provides appropriate course work and related training in occupational vocations which lead to employment, job advancement and, where appropriate, post-associate course work or degrees.

a. Graduates of occupational degrees or certificates will be able to demonstrate technical proficiency.

b. Graduates of occupational degrees will be able to think, communicate, and calculate.

c. Students completing customized training will be able to meet the identified objectives of the training.

d. Students completing associate's degrees in programs with capstone programs will matriculate without difficulty.

Developmental Programs

Kishwaukee College provides instructional programs with related support services that will assist learners in the attainment of improved literacy skills, completion of the high school equivalency diploma, and transition to other educational and training programs.

a. Students completing adult basic education, and beginning and intermediate ESL (English as a Second Language), will be better able to function at home, at work, and in the community.

b. Students completing adult secondary education will be able to make the transition into developmental and college-level courses.

c. Students successfully completing developmental courses in mathematics and English will be able to enroll in college-level mathematics and English courses.

Public Service Programs

Kishwaukee College provides educational opportunities for community members to enhance personal/social skills and civic responsibility.

a. Students of all ages will be able to take courses, workshops, seminars, and trips to pursue personal interests, to learn new skills, or to improve current skills.

b. Students will be able to participate in personal, cultural, and community service activities.

c. Community organizations, institutions, and businesses will be able to participate in community and economic development activities.

d. Student and community members will be aware of College services.

General Education

Kishwaukee College provides a broad range of general education classes designed to assist students in assimilating fundamental knowledge, applying higher-level thinking skills, and recognizing the applications of general education content.

a. Students will be able to demonstrate knowledge of basic terms, facts, and concepts related to their general education course work.

b. Students will be able to select and apply thinking skills in general education content areas.

c. Students will be able to demonstrate an understanding of how general education content applies to their lives and society.

Student Services

Kishwaukee College provides accessible and quality academic student support services.

a. Students will be able to utilize appropriate services at entry, as they progress toward their educational goals, and as they make the transition from Kishwaukee College to continued education or employment.

b. Students using these services will be able to assess the level of quality and availability of these services to determine their satisfaction.

Personal Development

Kishwaukee College offers curricular and co-curricular courses, activities, and services which contribute to the personal development of our students.

a. Students will be able to relate appropriately and comfortably to others in a variety of situations.

b. Students will be able to develop their intellectual curiosity, a lifelong appreciation for learning, and a realistic assessment of their abilities and interests.

c. Students will be able to develop their own personal sense of values, acceptance, confidence, and distinctiveness.

d. Students will be able to develop the skills to successfully make life transitions, manage progress and setbacks, and adapt to our changing society.

Teaching Excellence

Kishwaukee College encourages, supports, and recognizes excellence in teaching.

Economic Development

Kishwaukee College contributes to the economic development of the business, industrial, and governmental entities through partnerships.

Appropriateness of Purposes

Students' freedom of inquiry is implicit under personal development. The purposes clearly focus on student learning and on facilitating student learning. Standards appropriate to higher education are included under transfer programs, occupational programs, general education, public service programs, and personal development.

In a general sense, the purposes influence decision-making at Kishwaukee College. The purposes are used in the following: assessment plan; strategic plan; program reviews; priorities, quality, productivity (PQP); technology plan; advisory committees; staff development; department goals; and in community service presentations. It is unclear if all constituencies understand the magnitude and importance of the College purposes.

Although not all people may be aware of the specific purposes, as an institution it is evident that decisions are always made with the students in mind, and the purposes are stated in terms of student outcomes.

The results of the September 1997, North Central Questionnaire indicate that while the professional and support staff know the content of the College's purposes, more than one-third of the faculty were not sure.

As a result of the NCA self-study several changes were made to the mission and purposes:

1. Language was updated to reflect our practice of focusing on learning rather than teaching.

2. Added to each College purpose was a general statement that describes what Kishwaukee College "intends to achieve in order to carry out its more general mission."

3. A College purpose which refers to the importance of teaching excellence was added.

4. An addition was made to the purpose on public service regarding Kishwaukee College's role in the economic development of the community.

5. An outcome statement was added to public services programs relative to informing users and the College's constituencies about the breadth of services available.

While the College operates by following carefully planned guidelines, it accommodates and welcomes changes that enhance its ability to accomplish the mission and purposes.

Summary of Strengths, Challenges, and Recommendations

Strengths

1. The purposes are clearly stated in measurable terms.

2. The purposes indicate that students are the priority at Kishwaukee College.

3. All purposes are of equal importance. The philosophy statement reads, "The College accords equal respect to all educational pursuits."

4. Student outcomes for College programs and individual courses are clearly defined and connect to College purposes.

5. The College includes the mission and purposes in the catalog and class schedule.

Challenges

1. When the updated Illinois A.A.S. degree program is completed, the College purposes for occupational programs will need to be revised.

2. The staff, students, and the community need to be periodically informed of the purposes and their importance to Kishwaukee College.

Recommendations

1. The mission and purposes need to be reviewed and revised on a regular basis.

2. Student, staff, and community awareness and understanding of the College's mission and purposes need to be increased.

3. Transfer Program outcome statement "b" needs to include A.F.A. and A.E.S. degrees when appropriate.

4. Then ETS Community College Goals Inventory needs to be periodically administered to advisory committees and community members to determine if the public's perceptions of our purposes coincide with the purposes as stated in the catalog.

Human Resources

CRITERION TWO

"The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes."

In this chapter, we will demonstrate how the College has effectively organized and allocated its human, physical, and financial resources in order to accomplish its purposes. Included is a discussion of the learning resources and support services the College provides to students. Each section ends with an overview of the strengths and challenges for that resource. The concluding section of the chapter identifies the overall strengths and challenges to the College and lists recommendations for the College to consider regarding all resources.

For your convenience, this chapter has been broken up for the Internet into four separate Web pages: Human Resources, Physical Resources, Financial Resources and Learning Resources.

Human Resources

Board of Trustees

The legal powers of the Kishwaukee College Board of Trustees are delineated in the Illinois Public Community College Act, Chapter 110, Article III which enumerates community college districts' organization, powers and duties, and election procedures and policies. The Board's functions and purposes are delineated in chapter one of the College's policy manual. The 23 sections of the chapter list the policies pertaining to the Board, including election policies, meeting policies, duties of the Board, and specific operating policies and related procedures. The chapter addresses Board functions, policies and practices. However, it lacks a section addressing student representation required in the Illinois Public Community College Act.

The seven members of the Board serve six-year overlapping terms and reflect the diversity of the community, both in place of residence and in occupational backgrounds. They reside in several cities as well as small rural communities and farms throughout the district. Board members also exemplify the diversity of economic/occupational interests of the district; their career experiences span business, industry, agriculture, and education.

The trustees are knowledgeable about the community as a whole and about the College's policies and programs. They strive to keep abreast of the College's ongoing programs and initiatives and are receptive to learning about new ones. Updates and reports from a variety of staff are incorporated into the agenda on a regular basis, and the student representative is scheduled to present a report at each month's meeting.

The Board also stays informed about district and statewide activities by actively participating in the Illinois Community College Trustees Association and the American Association of Community College Trustees, by having communications from the IBHE, the ICCB, and other statewide groups as part of their monthly packets, and by having the president report monthly during each meeting. As the need arises, the president communicates individually with Board members by telephone; typically this contact is with the chairperson and vice chairperson.

The Board acts with integrity regarding financial resources, personnel decisions, contract negotiations, execution of policy through designated administrator(s), and the use and maintenance of physical facilities and equipment.

Organizational Structure and Administration

Policies pertaining to the administrative, managerial, and supervisory staff are contained in chapter two of the College's policy manual. The chapter cites the duties and responsibilities of positions from the president through directors and coordinators; a few supervisory positions are not included. Appendices in the policy manual include a series of organizational charts.

The organizational structure of the College has changed three times since the last NCA self-study. In 1988 the structure was revised to create three associate dean positions as well as provisions for a dean of liberal arts and sciences, a dean of career education, and a dean of ABE and special programs. Seventeen management positions were specified in the organizational chart. In 1994 the structure was expanded to include 22 positions, the majority of which had previously existed. The reorganization specified new titles for some managerial positions, consolidated some, and reorganized some supervisory responsibilities. This structure has enhanced the operation of the College, improved communication among the various areas, and facilitated the College's ability to develop and implement policies and procedures, as well as its ability to plan and to address problems.

One position created in the 1988 reorganization--director of purchasing/ personnel--has remained unfilled based on the administration's recommendation. Although decentralized, purchasing procedures are satisfactory. Some College personnel feel that some of the other duties of a personnel director need to be addressed. For example, many believe that decentralization has led to differing procedures for introducing new employees to the College. Recognizing that orientation procedures as well as dissemination of information about benefits and retirement should be uniform, the administrative council proposed that these issues be addressed as part of the College's recommended goals in the 1997-1998 academic year.

In February 1997, the Board approved a third change in the organizational structure with the retirement of the associate vice president for curriculum/ compliance studies/reports. The administration recommended the elimination of this position. A new position, director of institutional research and reports, was created to meet the College's growing need for an office to coordinate research and the studies necessary for assessment, report-writing, and decision-making. The vice president has assumed the supervisory responsibilities held by the associate vice president. In July 1997, the Board approved the changes in chapter two and the corresponding organizational charts. These three organizational changes support the College's commitment to CQI with continual assessment, planning, evaluation, and change to improve the College's operations.

Kishwaukee College's current administrative and nonteaching professional staff are highly qualified and experienced. Of the 15 administrators listed in the 1997-1998 catalog, three have earned doctorate degrees, and 11 have earned master's degrees. The majority were appointed to their current positions from within the College and have been employed at the College for many years. Their degrees, experience, and job-related qualifications make them well-suited for their positions. Similarly, the nonteaching professional staff have the degrees, the qualifications, and the experience for their positions. Of the 21 nonteaching professionals listed in the current catalog, one has earned an Ed.S. and 17 hold master's degrees.

Table 2 Highest Degree Earned for Administrative and Nonteaching Professional Staff

Degree	Administrators	%	Nonteaching Professional Staff	%
Doctorate	3	20		
Specialist			1	4
Master's	11	73	17	81
Bachelor's			2	10
Associate	1	6		
Some*				
Certificate				
High School Diploma			1	4
TOTALS	15		21	

*Some (persons who successfully passed at least one college-level course at a college or university but did not graduate.)

To enhance communication, planning, problem-solving, and decision-making, two councils composed of managerial personnel meet regularly during the academic year. The administrative council, composed of 16 members, is chaired by the president and meets 12 to 14 times during the school year to discuss college-wide administrative issues. The vice president's council also meets regularly during the academic year and is composed of seven deans, the associate vice president, and the director of data processing services. Its meetings focus on issues related to curriculum, instructional delivery, students, and other related issues. Both councils are effective forums for sharing information, for planning, and for discussing a broad range of issues pertaining to the institution and the district as well as state and national concerns.

Employment Practices

The College's employment practices aim at hiring and retaining qualified personnel who support and carry out the College's mission and provide quality education for students. Though the College's employment processes are decentralized, each supervisor focuses on the same four aspects. These include hiring, orientation/mentoring, staff development/professional growth, and evaluation.

Full-time Faculty Employment Procedures

Hiring

The hiring process for full-time faculty positions requires a committee composed of both faculty and administrators. Usually, three to four candidates are invited to the campus on the same day and are interviewed in a group as well as individually. A teaching demonstration by each candidate is part of the process. Most faculty and administrators believe the interview process has been both very effective and efficient in screening and selecting those candidates who support the College's mission and the community college philosophy.

Mentoring

Once a full-time instructor is hired, he/she is supported during the first year by a unique and comprehensive mentoring program.

Staff Development

Staff development activities support the College's mission by providing opportunities for the staff's professional and personal growth. The College provides several avenues for faculty participation.

Staff Development Program for New Full-time Faculty

The purpose of this required three-year program is to familiarize new faculty members with the personnel, procedures, policies, history, and philosophy of the College. Teaching methods are an integral part of this program. The objectives and activities for each of the program's workshops are identified in the *Staff Development Manual*.

Staff Development Activities for All Full-time Faculty

The College's Staff Development Committee regularly seeks input from both the faculty and staff for workshop ideas. See Criterion Three of the self-study for additional information on staff development activities.

- ***Off-campus Professional Growth Opportunities***

Faculty can also request travel funds to attend professional activities off campus. Each division has a travel budget which is distributed to the faculty with the division dean's prior approval. Table 3 shows division travel expenditures from FY93 to FY97. Additional College travel funds are available for special requests.

Table 3 Travel Expenditures for Career/Transfer Faculty

	FY93	FY94	FY95	FY96	FY97
TOTAL EXPENDITURES	$6,786	$9,454	$8,717	$10,188	$9,823

There are several other professional growth opportunities designated in the bargaining unit agreement. These include the following:

- ***Educational Attainment Increases***

Faculty can achieve additional salary increases for successful completion of pre-approved graduate semester hours or credit units. Forty salary increases for educational attainment for twenty-five bargaining unit faculty have been awarded between FY88 through FY97.

- ***Tuition Reimbursement***

The College will reimburse faculty for tuition and fees for pre-approved course work at an institution other than Kishwaukee College up to the amount of $500 per academic year. Table 4 lists amounts paid to faculty and all College employees under the existing policies.

Table 4 Tuition Reimbursement Totals

	FY93	FY94	FY95	FY96*	FY97
Faculty	$1,930.00	$2,375.00	$1,915.00	$4,719.00	$4,417.83
All Employees	$3,530.00	$4,550.00	$4,433.14	$6,819.00	$7,608.00

*In FY96 reimbursement raised from $300 to $500 per year.

- ***Tuition Waivers***

The College also waives tuition for credit courses taken at Kishwaukee College. Table 5 presents the total dollars allocated for tuition waivers. The larger amounts during FY93, FY94, and FY95 may be partially the result of the number of faculty and staff enrolled in classes in the Wellness Center. Beginning in FY96, employees were allowed to purchase Wellness Center memberships in place of enrolling in courses.

Table 5 Tuition Waiver Totals					
	FY93	**FY94**	**FY95**	**FY96**	**FY97**
Faculty	$3,333.00	$3,325.00	$2,919.00	$992.00	$1,144.00
Other Employees	$7,496.00	$8,515.00	$5,233.00	$5,734.00	$8,617.00
TOTAL	$10,829.00	$11,840.00	$8,152.00	$6,726.00	$9,761.00

- ***Sabbatical Leave***

A faculty member who has at least seven years of full-time service at the College may request a sabbatical leave. Since FY88, the Board of Trustees has awarded ten sabbatical leaves, eight of which were one semester in length, one for a full year, and one for a full year with pay for only one semester.

Evaluation

Evaluation is organized and thoroughly developed for probationary and tenured full-time faculty. Evaluation procedures for full-time faculty fulfill the College's mission to provide a quality education for students. The purposes of evaluation are to improve the teaching/learning process and to make personnel decisions. The evaluation procedures for full-time faculty, summarized in Appendix C, include supervisor observation and student feedback.

Part-time Faculty Employment Procedures

The same four employment practices used for full-time faculty are used with the part-time career/transfer faculty; some procedures differ. Hiring, for example, is the responsibility of each instructional dean. Faculty may be invited to review applications or to attend interviews. Mentoring was originally established for new part-time faculty for the same reasons that it was implemented for new full-time faculty with the additional goal of improving coordination of instruction between the full- and part-time faculty. To encourage their professional growth, all part-time faculty are invited to participate in Staff Development Committee workshops. New part-time faculty in the career/transfer programs are required to attend a three-hour workshop that covers a variety of teaching/learning techniques as well as some of the College's expectations and procedures. The evaluation procedure for new part-time faculty parallels that for full-time faculty in that it includes an observation session and student feedback surveys (see Appendix C).

Employment practices for adult basic education part-time instructors are similar to those for the career/transfer part-time faculty. Potential instructors are interviewed by the instructional coordinator and at least one other staff member. Once hired, instructors are assigned a mentor with whom they meet for a total of six hours. In addition to being invited to participate in the College's staff development activities, ABE instructors attend a fall orientation program and monthly staff meetings. They are also encouraged to attend conferences. Evaluation includes a student evaluation, a self-evaluation, and an observation by the instructional coordinator.

Employment practices for community education and services faculty, almost all of whom are part-time, include hiring, professional growth opportunities, and evaluation. Potential instructors are interviewed by a designated coordinator. Like other part-time staff, CES faculty are invited to all regularly scheduled College staff development activities. In addition, the CES staff periodically plan staff development activities specifically for their faculty. Instructors are evaluated by their students at the end of their classes. Since most CES courses are very short in duration (two - four sessions), it is difficult and inappropriate for the coordinators to schedule observations.

Professional/Administrative Staff Employment Procedures

Hiring procedures and staff development opportunities for administrative/managerial and supervisory staff are consistent with the employment practices identified for full-time faculty. Currently, orientation/mentoring and evaluation procedures vary among College units. These inconsistencies in orientation to the College and evaluation procedures need to be addressed.

An ongoing issue concerns faculty participation in the hiring and evaluation of administrators. Faculty have requested that their input be sought in the hiring and evaluation of administration. The administration believes that faculty and other appropriate staff have been included in the hiring of new managerial staff. When appropriate, staff has been given the opportunity to provide feedback to administrators. For example, faculty were included in the interviewing of the candidates for associate deans in 1988 and 1997. They also have been given the opportunity to give feedback related to job performance (most recently in fall 1997).

Support Staff Employment Procedures

Although the dean of business services is the administrative supervisor of all support service personnel, each direct supervisor is responsible for the hiring, mentoring, staff development, and evaluation of their support service employees.

Support staff are offered several types of professional growth opportunities. The Staff Development Committee at the College includes support service personnel in its workshops. In addition, each year the College conducts two staff development activities exclusively for the support service staff. As per the bargaining unit contract, the College currently reimburses support staff up to $500/year for credit hour courses successfully completed at an institution other than Kishwaukee College. Only one to four support staff members have taken advantage of this opportunity each year since 1993.

Evaluation is an important part of the employment practices for support staff. Kishwaukee College Support Staff (KCSS) bargaining unit members are evaluated at least once during their first year of employment (probationary period) by their immediate, nonbargaining unit supervisor, and normally once a year thereafter. Nonbargaining unit employees are evaluated once during the first ninety days of employment (probationary period), and on an annual basis thereafter. This process is used to evaluate performance and to make decisions about retention or dismissal.

In summary, the College's employment practices are effective in hiring and retaining qualified personnel. The most consistent procedures for all staff are the ones used for hiring new staff and for providing professional growth/staff development opportunities for continuing staff. The faculty mentoring program is well-organized and used consistently for new faculty, but this is not always true for other categories of staff. Evaluation procedures are carefully structured and consistent for faculty and support staff, but somewhat less so for professional staff.

Faculty

Full-time and Part-time Faculty Qualifications

Kishwaukee College has a policy of hiring faculty who have degrees and/or experience appropriate for the courses that they teach. The College feels that one of its greatest strengths is its highly qualified faculty. Seventy-nine percent of the full-time faculty have earned a master's or doctoral degree, and approximately ninety percent of full-time faculty have a minimum of a bachelor's degree. Similarly, forty-six percent of the part-time faculty have a master's or doctoral degree, and approximately eighty-three percent have bachelor's degrees.

Table 6 below shows the highest degree earned by both full- and part-time faculty.

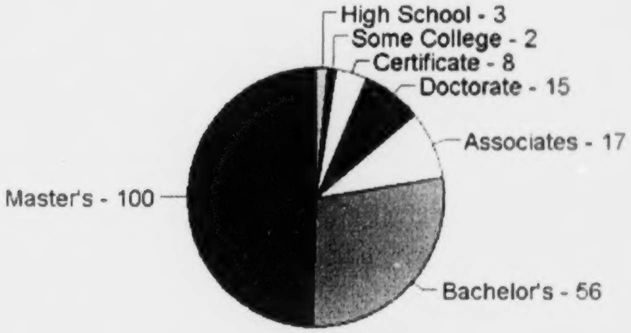
Table 6 Highest Degree Earned for Faculty--1996

Degree	Full-time	%	Part-time	%
Doctorate	8	12	7	5
Master's	45	67	55	41
Bachelor's	7	10	49	37
Associate	5	7	12	9
Some*	2	3		
Certificate			8	6
High School Diploma			3	2
TOTALS	67		134	

*Some (persons who successfully passed at least one college-level course at a college or university but did not graduate.)

Figure 2

Number of Faculty at Each Degree Level



The few full-time instructors who have not earned master's degrees qualify by having a high level of expertise and work experience in their teaching areas. These instructors teach in the technical/vocational areas. Part-time instructors who have less than a master's degree typically have unique work experience, special training, or certification; some part-time instructors teaching in the transfer area have taken graduate courses or are working on master's or doctoral degrees; and some instructors teaching developmental courses have undergraduate majors appropriate to courses they are teaching.

Faculty Salaries

Salaries impact the College's ability to recruit and retain qualified faculty. Salaries for both teaching and nonteaching full-time faculty are negotiated as a part of the collective bargaining agreement between the Board and the Kishwaukee College Education Association (KCEA).

A four-year agreement was reached in the spring of 1996 and terminates at the end of the spring semester in 1999. In order to improve low salaries for current full-time faculty and to attract qualified new full-time faculty, the Board directed the president to 1) make adjustments in the salaries of faculty below $40,000 prior to the agreed upon increase for the 1995-96 year; 2) increase salaries 5% per year over the next four years; and 3) commit to raising entry-level salaries of newly hired full-time faculty.

As reported in the ICCB's *Data and Characteristics* for FY96, the state average contractual base salary for full-time teaching faculty was $48,843. Kishwaukee's average at this time was reported at $34,696. Through the salary adjustments made in 1996 and the agreement reached at that time, faculty salaries will come closer to the state average. The 5% yearly increases during the four-year term of the agreement are greater than the increases that other community colleges are currently providing.

In addition to their base salary, faculty have various opportunities to earn additional income. The major sources of additional income are summer teaching, overload pay during the regular academic year, and approved supplementary days. Faculty also may earn additional income by directing independent studies, by mentoring, by teaching

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Business and Industrial Development (BID) or community education courses, and by receiving stipends for specific added assignments. Sixty-seven teaching faculty earned an additional $336,402 in FY96, which is 14% over the total base salaries. Most faculty, therefore, take advantage of the opportunity to add to their base salaries (see Appendix D).

To recruit and retain qualified part-time instructors, the College has increased beginning salaries for them several times during the last ten years. New part-time instructors' salaries for a three credit hour lecture class during the FY96 year started at $816; in FY97, instructional deans requested an increase to $864--almost a 6% increase. The administration acknowledges that keeping part-time instructors' salaries competitive with those at neighboring area community colleges is necessary since several of these colleges are quite close geographically, and some instructors teach at more than one college.

Sufficiency

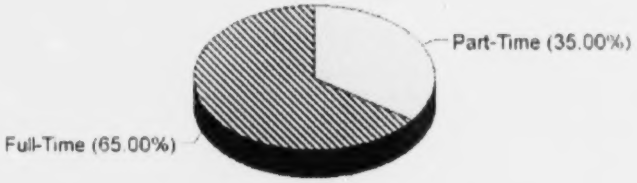

Figure 3 Percentage of Full-Time to Part-Time Instructors

During the past eleven years, the total number of teaching faculty has increased by two. Through reallocation of positions, nine departments have added staff. Positions have been approved with input from faculty and instructional deans based on student enrollments, programmatic needs, and available financial resources.

In the 1993-94 transfer program review, the Biology and Speech Departments indicated staffing needs. The Biology Department requested a professional support staff position to help with laboratories. This position has not been funded since budgeted funds for a part-time assistant have not been fully utilized. The Speech Department's requested additional position has not been approved at this time. The Mathematics Department requested an additional position since the review, and it was approved for the FY98 school year. Career faculty have not formally requested any additional full-time staff at this time.

The FTE ratio of full-time to part-time instructors--65% full-time and 35% part-time faculty--has been fairly consistent over the years (see Figure 3). In fact, when FTE student enrollments are divided by FTE full-time instructors, the College's ratio is the third best of the community colleges in Illinois (1996 *Data and Characteristics*). For several reasons, some departments in the career and transfer programs are staffed entirely by part-time faculty. The majority of these departments do not offer enough sections of courses to justify a full-time faculty position, nor do student enrollments justify additional sections. The fact that some career programs offer a variety of courses each semester requires numerous teaching preparations in several areas of expertise, a task which is difficult for one instructor. Therefore, the College hires experts working in the field to teach these courses on a part-time basis.

Another perspective on sufficiency concerns the diversity of the staff compared to the student population. The College employs a greater percentage of female employees than males which parallels the percentages of female and male students (see Tables 7 and 8 below).

Table 7 Fall 1996 Student Profile

	Male	Female	White	Black	Hispanic	Asian	American Indian	Nonresident	Total
Number	1783	2591	3543	320	364	114	21	12	4374
%	40.8	59.2	81.0	7.3	8.3	2.6	0.5	0.3	

Table 8 Fall 1996 Full-time Staff Profile

	Minority Staff	Female Staff
Number	8/183	124/183
%	4.4	67.8

However, these data also indicate that the percentage of the College minority staff (4.4% in fall 1996) is significantly lower than the percentage of minority students (19%). To address the issue of the staff's diversity, the College joined a minority vitae bank to advertise openings and seek qualified minority employees. Further, the College received a grant to initiate a transfer center and hired a director who works with all transfer students, but focuses on counseling and advising minority transfer students. The College needs to continue its efforts to hire qualified minority staff--a point cited by some students on feedback surveys.

Support Service Personnel

There are three categories of support service personnel--clerical, technical/managers, and custodial/maintenance/grounds--totaling 87 employees; 73 are full-time employees (75%-time to 100%-time), and 14 are part-time. Of the 73 full-time employees, 68 are represented by the Kishwaukee Council of Support Staff (KCSS), IFT/AFT Local #4801 organized in 1991. The relatively long years of service (the average years of support staff employment is 8 years) has resulted in experienced staff. The wages, hours, and terms and conditions of employment for these 68 employees are governed by the collective bargaining agreement between the KCSS and the College Board of Trustees. There are 19 professional support staff, five full-time and 14 part-time, whose terms of employment are governed by chapter three of the Kishwaukee College policy manual.

The current 87 support service positions represent an increase of 45%

from ten years ago. As staffing needs have arisen, the College has done a good job in maintaining sufficient staff to support the operations of the College. However, the custodial area is the one support service area that has had a relatively high turnover rate. Listed in Appendix E is a summary of the number of employees in each category, length of service, and the salary information for each as of January 3, 1997.

Other Human Resources

Adult Basic Education

The purpose of the ABE Program is to provide educational programs to individuals and families in need. Instruction may result in improved literacy skills, attainment of the General Educational Development (GED) diploma, and transition to further education and training or employment. These educational programs include support services to assist students in overcoming barriers to successful participation in and completion of their education.

The ABE Program is housed in a suite of offices in the E-wing. ABE staff hold a variety of their classes in several classrooms in this wing including one equipped for computer-instructed classes or individual assistance. The move to the new location facilitated interaction and communication between the ABE staff and students with other areas of the College.

A full-time instructional coordinator manages the instructional services provided by the program. The program is headed by the dean of adult basic education and special programs. Staffing includes managerial, counseling, instructional, and support staff. The ABE Program has a part-time records secretary, a full-time ABE counselor and a part-time bilingual counselor. Twenty to twenty-five part-time instructors teach Adult Basic Education (ABE), Adult Secondary English (ASE), and English as a Second Language (ESL) classes each semester. Volunteer tutors also assist in providing instruction to students in the classroom or in one-on-one tutoring. All ABE staff are encouraged to participate in a staff development program that is available in a variety of formats (teleconferences, workshops and conferences, individualized instruction, staff meetings, and a newsletter).

Adult Basic Education courses (see Appendix F) are offered on campus and throughout the district at no cost to students with the exception of advanced ESL classes. Funding for these classes comes from state sources. The program serves approximately 1,200 students each year and includes a comprehensive assessment process to measure student progress and achievement of individual goals. Testing for students with specific learning disabilities is also provided. The staff also coordinates with other schools and social service agencies for cooperative programming to provide learning opportunities in and beyond the classroom.

The Adult Education Area Planning Council establishes the annual area plan for the ABE program. A three-year plan was developed in 1994 to cover fiscal years 1996, 1997, and 1998. This plan is updated each year and includes the priorities listed in Appendix G.

Overall, the program is organized to deliver its classes and services effectively throughout the district. Strengths of the program include the following: open-entry classes throughout the district; a comprehensive assessment process to measure student progress; a variety of methods used to deliver staff development activities, coordination with area agencies and local schools; use of current technology in the classroom; and services to students with specific learning disabilities.

Two challenges facing the area are to increase activities in recruitment and retention of students, and to develop salary guidelines for professional staff.

Business and Industrial Development (BID) Center

Established in December 1982, Kishwaukee College's Business and Industrial Development (BID) Center promotes cooperation between the College and private enterprise through a variety of services. It is the goal of the BID Center to stimulate the economic development of the community and to expand and enhance the technical assistance, education, and training opportunities available to area manufacturers to help them compete in a world economy. The objectives of the BID Center focus on being able to respond to training and retraining needs for employee development and to assist in the effort to furnish a trained workforce for district businesses and industries.

The center is housed in an area remodeled with the bond funds approved by voters in the 1991 referendum. The center was overseen by the dean of business and technology until 1997 when this responsibility was assigned to the associate vice president. It is staffed by five full-time employees and one part-time employee, all of whom are experienced professionals with manufacturing, business, technical, and financial backgrounds. The staff includes a training coordinator, a manufacturing field agent, a business field agent, a small business development specialist, an office facilitator, and a director. A sampling of the services and resources available through the BID Center and its staff is listed in Appendix H.

The center is currently moving in the direction of increased visibility in the northwestern region of the state by connecting with partner organizations such as universities, national laboratories, financial institutions, state economic development programs, research and development organizations, other community colleges, chambers of commerce, and private consultant groups to provide programs that address common needs as companies find it necessary to change to stay competitive. Through the Illinois Satellite Network and a Higher Education Cooperation Act (HECA) grant, the center also has developed additional resources to offer the business community access to teleconferences, seminars, and presenters that would not otherwise be available locally. This type of programming lends itself to forming other alliances and partnerships, which, in turn, enhances the resource pool of experts.

Financial resources have limited the expansion of services; however, funding has allowed for a slow, steady preparedness and readiness as grant funds have become more available on a regional level, and the center joins with new partners. The center continues to form contractual arrangements with district employers, and finds this to be the chief source of generating revenue for the center. The various programs of the center serve approximately 1,200 participants (duplicated headcount) on an annual basis which include credit courses, noncredit courses and workshops. The BID Center's personnel, services, and resources have increased to meet the community's needs, particularly in the area of manufacturing.

Community Education and Services

The main purpose of the Community Education and Services Department (CES) is to promote full use of the resources in the community in order to facilitate individual and community growth through education.

CES has used the same structure for many years, although there are occasional minor changes to improve efficiency. The dean of CES is the administrator for the department. Each of the two full-time professional staff (coordinators) is responsible for planning programs either on campus or in targeted district communities. The two full-time support staff are the secretary to the coordinators and the secretary to the dean. There also are six part-time assistant coordinators who are supervised by the community education and community services coordinators and assist the department in various ways in the communities in which they work. Each year the CES Department employs approximately 150 part-time faculty who are supervised by the community education and community services coordinators and who teach mainly noncredit courses throughout the College district.

CES offers approximately 500 noncredit courses per year (i.e., courses, workshops, home study, individualized instruction, and trips and tours) as well as a few general studies credit courses. While some courses are designed for specific market segments such as older adults, grade school children, teenagers and professionals, most are geared toward 18- to 59-year-old adults. The courses are offered in 30-40 locations throughout the College district. The department has been particularly fortunate in having access to numerous facilities for a nominal fee (e.g., $5 per night per building) or no charge whatsoever. This arrangement is possible because of the College's numerous collaborative partnerships. The current duplicated headcount for CES courses is approximately 3,500 per year.

CES is very responsive to the needs of the communities in the district and has entered into numerous sponsorships and collaborations with local agencies, businesses and schools (see Appendix I). For example, Community Education and Services is currently in the process of collaborating with DeKalb High School to offer classes there during the summer of 1997. Also, in a more general way, the Community Education and Services Department does very well in serving a broad cross-section of the College district.

Overall, CES has more than adequate human, physical, and financial resources with which to operate. There are two challenges for the area. The first is studying the salaries of the two professional staff members based on their levels of responsibility and educational attainment. The second concerns on-campus space needs for a large empty (chairless) campus classroom space.

Campus Security

In July 1994, the College entered into an inter-governmental cooperative agreement with DeKalb County for security services. The agreement was implemented as a proactive step by the College to provide a safe and drug-free environment for students and staff.

The DeKalb County Sheriff's Department provides the services of two officers who are assigned by the county with the College's consent. Coverage includes day and evening hours (usually, 7 a.m. to 10 p.m.) when students are attending classes and for special events as well. The agreement was renewed in August 1996 for three years.

College Governance

Staff Involvement on Committees

The College brochure entitled "Kishwaukee College Standing Committees" describes 17 committees formed to solicit feedback and recommendations from the staff on a variety of College-related issues. These committees are grouped below in Table 9 according to how a staff member might gain access to that committee.

Table 9 Kishwaukee College Committees by Access

Membership by Representation	Academic Standards Curriculum
Membership by Invitation	Assessment Hall of Fame Employee Insurance Advisory Technology
Membership by Nomination	Art Gallery
Open Membership	Campus Diversity Earth Day Foundation Dinner/Dance Health and Safety Humanities Forum International Spring Banquet Staff Development Student Success Women and Family Issues

Table10 reflects the involvement of administrators, professional staff, faculty, support staff and others on each of the listed committees. It also reflects the unduplicated numbers of individuals participating in that grouping.

Administrators, on the average, serve on 3.29 committees; professional staff, .90 committees; faculty, 1.48 committees; and support staff, .45 committees. These statistics indicate a broad-based participation by administrators, professional staff and faculty. Further analysis indicates that approximately 44% of clerical staff participate, but only 11% of the custodial/maintenance/grounds staff participate in committees for an overall 36% participation rate for this group. Therefore, support staff are not as involved in committees as other employee groups and might be encouraged to participate in those appropriate to their job responsibilities and/or interests. The College needs to address methods of accomplishing this.

While participation by faculty is high, input from staff and surveying of committee minutes indicates that there is nonattendance by some faculty on committees. Also, there are 19 nonparticipating faculty and ideally they should be encouraged to participate in the College governance structure.

Table 10Staff Involvement in Committees - 1996 to 1997

Committee	# Admin	# Prof	# Fac	# Sup	# Other
Academic Standards	2	2	8	1	0
Curriculum	4	2	10	1	1
Assessment	4	1	7	2	1
Hall of Fame	4	0	2	0	1
Employee Insurance	3	0	3	3	0
Technology	10	4	2	4	0
Art Gallery	2	1	2	1	1
Campus Diversity	1	3	4	4	1
Earth Day	0	4	9	0	0
Foundation Dinner	2	3	2	0	15
Health and Safety	1	1	9	2	1
Humanities Forum	1	1	5	0	0
International	4	2	8	1	0
Spring Banquet	2	1	4	10	0
Staff Development	4	4	7	1	0
Student Success	1	4	8	1	0
Women and Family Issues	1	4	9	2	0
(A) Total # of Participants	**46**	**37**	**99**	**33**	**21**
(B) # of unduplicated individuals participating	14	30	48	26	NA
(C) # of individuals in group	14	41	67	73	NA
% of group participating	100%	73%	72%	36%	NA

Of all the committees existing at the College, the Academic Standards Committee, the Curriculum Committee, and the Assessment Committee are the primary ones that relate to the mission of the College. All have been active in providing input and making recommendations, and all have participation by faculty, administration and professional staff. However, some of the instructional deans have indicated that there is little or no willingness from the instructors in their divisions to serve on Academic Standards or the Curriculum Committee.

There are a number of committees not listed in the brochure that have been formed for specific, special purposes. These provide additional avenues for staff involvement and decision-making. Among those formed in recent years are the College's Strategic

Planning Committee and its subcommittees, and committees formed to focus on a specific goal, such as the general education subcommittees for foundation knowledge, thinking, and appreciation.

Faculty input is also sought during optional and/or required monthly faculty meetings, division and department meetings, and cross-department meetings where specific issues are discussed. Faculty are represented by their deans on some committees such as the Technology Advisory Committee. Deans need to insure that they provide information regarding considerations and decisions of these committees and that they also seek faculty input on issues under consideration.

In addition, a Communications Committee exists as a result of the collective bargaining agreement between the Board and the KCEA. The agreement allows for quarterly meetings to discuss common concerns and problems involving contractual issues related to working conditions, etc. This committee has been mostly inactive and could be used more to enhance communications and resolve issues between the Board and the faculty. When faculty identify an issue, they need to make use of this mechanism.

The College provides a quantity of formal and informal means for faculty and staff involvement in the College's decision-making as it pertains to curriculum, the utilization of the College's resources, and the planning for future resources. Full participation, particularly by faculty, needs to be encouraged. Effective communication is an ongoing challenge.

Advisory Committees

Each occupational program has an advisory committee. In 1997, there were 21 advisory committees totaling 228 members. Members include former students, union and nonunion workers, and business and professional leaders. All advisory committees are approved by the Board of Trustees based on recommendations of faculty, deans, and the College president. The primary purpose of each committee is to provide advice to faculty and administrators on developing or improving curriculum; most committees meet at least twice a year. The advisory committee system is a crucial part of the planning and decision-making in the career programs.

Table 11 Advisory Committees

Name of Committee	Number of Members (FY97)
Accounting/Marketing/Management	13
Ag Management/Agribusiness	12
Automotive Technology	15
Child Care Technology	8
Collision Repair Technology	6
Computer Information Systems	6
Diesel Power Technology	10
Drafting Technology	8
Electronics Technology	12

Fire and Safety Technology	15
Law Enforcement Technology	17
Manufacturing Technology	15
Nursing	13
Office Systems	9
Ornamental Horticulture	9
Radiologic Technology	7
Real Estate	10
Therapeutic Massage	5
Quality Control Technology	14
Water Quality Technology	18
Welding Technology	6
Total - 21 committees	**228 members**

Human Resources Strengths and Challenges

Strengths

1. The Board of Trustees is composed of experienced, knowledgeable members, and is very participatory.

2. Board policies, as well as administrative procedures and practices provide a sound basis for the organization, management, and operations of the College.

3. Both full- and part-time faculty are highly qualified.

4. There are a sufficient number of full-time instructors teaching in the career and transfer programs.

5. There appears to be a broad base of representation on committees from each of the classifications of staff at the College except from the custodians/ maintenance/grounds personnel.

6. There is availability for input by all staff on a broad range of issues through the College's established and special/ad hoc committees.

7. The support staff is composed of long-term, experienced employees whose number has increased to adequately meet the College's needs.

8. Staff are involved in many aspects of the College.

9. The College provides a number of opportunities for professional and personal growth in a multi-faceted, comprehensive staff development program.

10. ABE provides comprehensive assessment services and flexible scheduling to meet

student needs.

11. Hiring practices are consistent and well-developed for all staff; the evaluation and mentoring systems for faculty are highly developed, as is the evaluation system for support staff.

12. Part-time faculty salaries are reviewed annually in order to remain competitive.

13. The College's advisory committees are very active.

14. CES, BID and ABE provide outreach to the community and collaboration with various segments of the community.

Challenges

1. Professional staff salaries need to be reviewed so that they are competitive with those of surrounding community colleges.

2. Efforts to recruit qualified minority instructors and staff need to be continued.

3. The Communications Committee needs to be more active when warranted.

4. A method needs to be identified to encourage custodian/maintenance/grounds personnel, as well as other staff, to be involved in committees, and to provide advisory input.

5. The committee brochure needs to be updated to include special purpose committees.

6. We need to continue to follow procedures to attract qualified candidates when College employment openings occur.

7. The development of uniform application of employment policies and procedures needs to be studied.

8. The relatively high turnover rate in the custodial area needs to be addressed.

9. ABE needs to increase student recruitment/retention strategies.

Physical Resources

CRITERION TWO

"The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes."

In this chapter, we will demonstrate how the College has effectively organized and allocated its human, physical, and financial resources in order to accomplish its purposes. Included is a discussion of the learning resources and support services the College provides to students. Each section ends with an overview of the strengths and challenges for that resource. The concluding section of the chapter identifies the overall strengths and challenges to the College and lists recommendations for the College to consider regarding all resources.

For your convenience, this chapter has been broken up for the Internet into four separate Web pages: Human Resources, Physical Resources, Financial Resources and Learning Resources.

Physical Resources

Campus

Kishwaukee College is located close to the geographical center of the 815 square mile community college district. The campus consists of 120 acres, and is located approximately six miles west of DeKalb and 11 miles east of Rochelle on Illinois Highway 38. In addition to the buildings and parking lots, the campus includes athletic fields, a small pond, a prairie grass area, All-America Garden plots, a wooded wildlife conservation area, and several plots used for the propagation of trees and shrubs.

Administrative Organization

The dean of business services is the College administrator who oversees the physical plant operation. The director of environmental services, an employee of *ServiceMASTER*®, is assigned full-time to the College to supervise and manage the College's custodial, maintenance, and grounds services. All other custodial, maintenance, and grounds personnel are employees of the College. The vice president serves as a liaison on College construction projects.

Buildings

As a result of the College successfully passing a $9,989,000 building bond referendum in 1990, all but two of the temporary buildings were demolished, and those programs that were housed in those buildings were transferred to the new additions to the main campus. Funds were devoted to upgrade the two remaining buildings to acceptable standards. One houses the Kishwaukee College Early Childhood Center, and the other, the Douglas Building, was converted to a much needed maintenance department building.

The following departments moved into new additions: the Business Office, Student Services, Adult Basic Education and Special Programs, the Learning Skills Center, the Business and Technology Instructional Division, and the Bookstore. The referendum also included funding for construction of a Wellness Center; for expansion of the vocational wing with additional classrooms to better serve the students in Agriculture, Horticulture, and Art; and renovation of areas for the BID Center and the Office of College Development and Information Services.

Following completion of the Phase IV project, the College received state approval for the expansion and renovation of the Learning Resources Center (LRC). The approval included 75% funding of the project, with the remaining 25% to be contributed by the College. As a result of the foundation's fund-raising efforts, the 25% share was raised.

With the building addition, the campus square footage increased from 235,747 to 330,553. Based on comments from our graduate surveys and student feedback surveys, our facilities do support effective teaching and learning.

Each year staff and faculty input is sought regarding the facilities during the budgeting process for the upcoming year. The director of environmental services combines these recommended projects with the "plant" related projects, prioritizes them, and submits them to the dean of business services, who, after final review and modifications, submits the final requests to the president. Based on this input and available funding, improvements are budgeted and scheduled to address health and safety concerns and continuously improve our facilities for an effective learning environment.

Grounds

Kishwaukee College takes great pride in its grounds. Nearly all of the trees, shrubs, and other landscaping have been planted by horticulture students. The horticulture instructional staff, grounds supervisor, and manager of the greenhouses and gardens, under general direction of the director of environmental services, work together to maintain the campus. Of special note is that, for the past twenty-two years, the Horticulture Department schedules a fall work week when horticulture students, supervised by their instructors, and under the direction of the director of environmental services, work on projects to enhance the conditions of the grounds. Additionally, Vaughan's Seed Company and the College work together to display the beautiful All-America Trial Gardens, one of 11 All-America Gardens in the United States. The gardens serve as a trial site for Vaughan's and as a horticulture instructional tool for the College, as well as being one of the College's best public relations tools.

The grounds are used for a variety of classes. For example, the pond is used by biology classes, the prairie is used by both biology and horticulture classes, the chipping green is used in turf management courses, and the trees and shrubs are used by horticulture classes.

The College includes improvement to the grounds in its annual and long-term planning. In 1994 the Board of Trustees directed staff to make the plans necessary to develop a replacement program for grounds equipment and machinery, a task which has been accomplished. The College also plans to construct a new parking lot to supplement the 815 parking spaces currently available. It also has developed a funding plan to upgrade the athletic fields, something it hopes to accomplish by fiscal year 1999.

Two groups, one external and one internal, focus on providing a safe and healthy environment throughout the College. The Environmental Protection Agency certifies the College's water and sewage plant facilities, and the College's maintenance staff performs normal maintenance duties and testing. The Health and Safety Committee is a standing committee that meets at least annually to review health and safety issues, and to develop procedures or make recommendations where appropriate.

Equipment and Furnishings

After the College successfully passed a referendum in 1990, the need for new equipment and furnishings was addressed. Generally, the furnishings of the College are new, and the equipment is state-of-the-art. However, replacement of some equipment and furnishings is a funding challenge the College needs to continue to address in the coming years. These challenges are listed in Appendix J.

Kishwaukee has kept up to date with expenditures for technology. From the Internet, to distance learning, to multi-media, the College has invested both operational and restricted dollars to meet the technological needs of our students and staff. Faculty and staff make recommendations on which computer hardware/software needs are considered as part of the yearly budgetary process. The College currently has over 520 computers on campus, and replaces older machines each year. A part of the computer replacement program is "passing down" machines to other units of the College, if appropriate.

In 1996, the College formed the Technology Advisory Committee, which is chaired by the vice president and is composed of representatives from relevant segments of the College. During the year, the committee developed a technology plan that was completed and distributed to all staff in the spring; it was reviewed and discussed during the August 1997 staff development workshops for full-time faculty.

The College classrooms are in excellent condition and create a positive learning environment with their cleanliness, equipment, and furnishings.

Off-Campus Classes

The College provides off-campus classes for ABE, CES, as well as career/transfer classes. Also, the College has space in the Illinois Employment and Training Center (IETC), a "one-stop" career center opened in 1996 in DeKalb as a joint effort among various state and local organizations. Advisement services and some ABE classes are held at this site. For the spring 1997 semester, the College offered 132 classes at 42 sites in the 11 towns noted in Table 12. The quantity of off-campus sites used by the College for classes demonstrates how highly cooperative community schools, businesses, and organizations have been in offering their facilities to the College.

Though rental costs at the majority of off-campus sites are extremely reasonable, overhead for some ABE classes has been costly. A challenge for some classes held at off-campus locations, particularly credit courses, is the lack of availability of audio-visual equipment. Further, some off-campus facilities are not adequately handicapped accessible, though accommodations are made on an individual basis by College personnel. Finally, since 1989, off-campus credit offerings have decreased by 200% mostly resulting from the added classrooms available with the new additions on campus. Currently, one College goal is to increase off-campus offerings in the career/transfer areas to thirty-five classes per semester (from the low teens).

Table 12 Off-Campus Classes

Location	Number of Classes Spring 1997	Number of Sites Spring 1997
DeKalb	51	11
Rochelle	23	8
Sycamore	27	8
Kirkland	10	3
Genoa	8	4
Maple Park	5	1
Lee	1	1
Shabbona	2	1
Hinckley	1	1
Aurora	1	1
Esmond	1	1
Trips/Tours	2	2
TOTALS	132	42

Maintenance and Custodial Services

Since 1984 the College has contracted with *ServiceMASTER*® to direct the plant operation regarding custodial care, maintenance, and grounds. The College continually receives compliments about the beauty of the grounds and cleanliness of our facilities. The reasons for this are as follows:

1. Employee pride--the *ServiceMASTER*® director of environmental services has

developed a strong "teamwork" attitude with his staff, who take pride in their jobs.

2. Enhanced communications--the director of environmental services and dean of business services have developed a planning process with supervisory staff regarding projects on campus.

3. Increased staffing--since the spring of 1993, the College has added three new custodial positions and one new maintenance position. Two other custodial positions were enhanced with more supervisory duties.

Physical Resources Strengths and Challenges

Strengths

1. The facilities, including the classrooms, the service areas, the LRC, and the LSC create a positive environment.

2. Modern equipment and furnishings support students and staff.

3. The appearance of the grounds, especially the All-America Gardens, adds to the positive environment for the entire College community.

4. The excellent condition of the facilities and grounds is a result of the high quality work of the *ServiceMASTER*® program and is the pride of the custodial/maintenance/grounds staff and the Horticulture Department staff.

5. There is much cooperation from many district and community organizations in allowing the College to use their sites for our off-campus offerings.

6. The College has kept up with technology needs including Internet capability based on input from faculty and staff.

7. The budgetary planning process for maintenance and renovation of the facilities includes input from faculty and staff.

Challenges

1. The College needs to continue its planning process in order to meet the building, grounds, and equipment needs identified in Appendix J.

2. Rental costs for some off-campus ABE classes are challenging.

3. There is a lack of some audio-visual equipment in off-campus sites.

4. Not all off-campus facilities are easily handicapped accessible, although College personnel make accommodations on an individual basis.

Financial Resources
CRITERION TWO

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Financial Resources

Kishwaukee College regards its financial operation as a means to its educational ends. It subscribes to a policy of operating within the limitations of its resources while striving to secure the utmost value for every dollar expended, as measured in terms of achieving institutional goals. The matter of finance resolves itself, therefore, into two basic concerns: (1) securing the financial resources which are necessary to conduct the College's programs; and (2) utilizing available resources in a manner which will most effectively promote the institutional objectives.

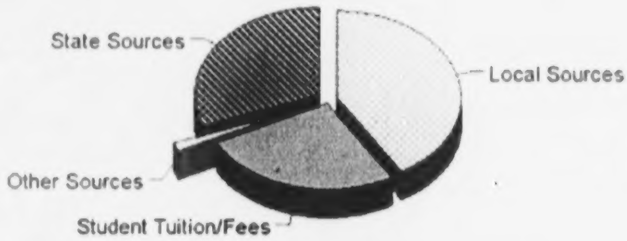
Operating Revenues

There are three primary sources of revenue that support the operation of the College:

1. Local district revenue consisting of property taxes and out-of-district chargebacks (41.3%).

2. State sources consisting of Illinois Community College Board (ICCB) and Illinois State Board of Education (ISBE) grants (31.0%).

Figure 4 Primary Sources of Revenue



3. Student tuition and fees (26.15%).

In FY96, these three sources accounted for 98.45% of the operating revenues. Other sources of revenue accounted for 1.55% of the operating revenues.

Local District Revenues

The main source of revenues for the College is from local district revenues, which in FY97 was 41.3% of the total budget.

Property Taxes

Revenues from local district property taxes are subject to two variables: Equalized Assessed Valuation (EAV) and the tax rate. It is not possible to predict the exact Equalized Assessed Valuation (EAV) for any given budget year for the eight hundred square mile Kishwaukee College district, which encompasses parts of seven counties.

In 1986, the College successfully passed an operating fund referendum, raising the maximum tax rate to 27½ cents in the education fund and 7½ cents in the operations and maintenance (OM) fund. At that time, the College pledged to protect the new rates for six years (1987-1992). As of 1997, the College still is not levying the maximum rates. The Board of Trustees' philosophy is to levy the dollars necessary to adopt a balanced budget instead of levying the maximum allowed by law to build fund balances. Protecting the tax rates has also occurred because of an increasing EAV of the district over the past ten years. (See Appendix K on tax rates and revenues.)

An issue that the College may be facing in the near future is a tax cap. If tax caps are approved by the voters locally, tax revenue increases from year to year would be limited to the lesser of the Consumer Price Index (CPI) or 5%. Recent CPIs have been in the 3.0% range.

Out-of-District Chargebacks

The Illinois Public Community College Act permits a student residing in a community college district which does not offer the program in which he/she is interested to enroll at another college which does provide the program. The student pays the same tuition as that charged to native students, with the home district paying the difference between the educational cost per FTE and the sum of tuition and state apportionment; this is called a chargeback. Thus, Kishwaukee, like all other community colleges in Illinois, has some residents attending other colleges and residents of other districts attending Kishwaukee.

If a student does not qualify for a chargeback, then he/she is responsible for the out-of-district charges unless a cooperative agreement exists between Kishwaukee and his/her home district. Until FY97, chargeback revenues and out-of-district fees have been credited to the same account. Table 13 illustrates the chargebacks and out-of-district revenues for the last ten years.

Table 13 Out-of-district Chargebacks and Revenues	
Fiscal Year	**Revenues**
1988	12,475
1989	16,668
1990	13,645
1991	13,703
1992	25,652
1993	35,001
1994	25,031
1995	22,404
1996	37,312
1997	4,263

State Sources

State government sources represent the second highest source of revenue to the College, representing 31.0% of the total FY96 budget. There are four main sources:

1. ICCB credit hour grant.

2. ICCB equalization grant.

3. ISBE instructional grant.

4. Personal property replacement tax.

Student Tuition and Fees

Student tuition and fees represent the third main source of revenue to the College, currently at 26.15% of the total FY96 budget. While the tuition rate has increased slightly nearly every year, the Kishwaukee rate remains below the state average.

Table 14 Tuition Rates and Fees (generated)		
Fiscal Year	**Credit Hour**	**Total Tuition and Fees**
1988	$25.00	$1,365,652
1989	$26.50	$1,467,477
1990	$27.50	$1,513,168
1991	$27.50	$1,542,318
1992	$29.00	$1,916,332

1993	$33.00	$2,094,569
1994	$35.00	$2,111,818
1995	$36.00	$2,179,507
1996	$37.00	$2,260,679
1997	$38.00	$2,291,671

In 1997, the College fell short of its $2,305,000 budget projection as a result of an unforeseen 7.7% decrease in enrollments for spring 1997. This was an aberration in the pattern of enrollment increases from 1985 to 1998. As such, the Board approved an increase in the tuition rate to $40 per credit hour effective with the fall 1997 semester. However, the College tuition rate remains below the state average and the average of our contiguous community colleges.

Other Sources of Revenue

1.55% of the total budget for FY96 came from other sources:

1. Student financial aid administrative fees.

2. Rental of facilities.

3. Interest on investments.

4. Other miscellaneous receipts.

Table 15 illustrates the revenue make-up, by percentage, of the Kishwaukee operating funds for the past ten years.

Table 15 Operating Funds Revenue

	Local	State Sources	Tuition & Fees	Other Sources
1988	32.34%	41.63%	24.88%	1.15%
1989	32.66%	40.70%	25.26%	1.38%
1990	30.30%	44.80%	23.54%	1.36%
1991	31.68%	44.05%	23.30%	.97%
1992	32.95%	40.82%	25.74%	.49%
1993	36.78%	35.24%	27.36%	.62%
1994	38.29%	33.66%	27.44%	.61%
1995	40.86%	31.50%	26.96%	.68%
1996	41.30%	31.00%	26.15%	1.55%
1997	41.45%	31.13%	25.72%	1.70%

The table illustrates the trends that have occurred over the past ten years:

1. State support as a percentage of budget continues to decline.

2. Subsequently, local district revenues, primarily property tax revenues, have been increased to compensate for the state decreases.

3. While tuition rates have increased from year to year, the percentage of budget derived from tuition and fees has remained relatively stable.

Operating Expenditures

The Board of Trustees has always prided itself on prudent fiscal management, and in that light, always prepares and approves a balanced budget for each fiscal year. An educated estimate of revenues is projected, and from that base, the expenditure side of the budget is developed. The entire College participates in the budgeting process. There is a two-month process (February-March) when each unit of the institution involves its staff members in submitting their needs for the upcoming year. Those requests are scrutinized as they move forward to the supervisory staff in the process until they are ultimately submitted to the president.

There are eight expenditure categories by object.

1. Personnel

2. Contractual services

3. Supplies

4. Travel

5. Fixed charges

6. Utilities

7. Capital outlay

8. Other

Personnel costs make up nearly 80% of the budget each year. The remaining 20% needs to be appropriated wisely to satisfy other institutional needs.

There are nine expenditure categories by function.

1. Direct Instruction

2. Learning Resources Center (LRC)

3. Student Services (SS)

4. Community Education and Services (CES)

5. Data Processing (DP) Services

6. Information and Publications (Info & Pub)

7. General Administration

8. General Institutional

9. Operations and Maintenance (OM)

Table 16 illustrates the expenditure by function make-up, by percentage, of the Kishwaukee operating funds for the last ten years.

Table 16 Expenditures by Function - Percentage of Budget

Fiscal Year	% Instr	% LRC	% SS	% CES	% DP	% Info/Pub	% Admin	% Gen Inst	% OM
1988	60.7	3.1	6.7	3.1	2.2	2.6	5.6	1.2	14.8
1989	61.0	2.8	6.7	3.2	2.2	3.0	5.6	0 .7	14.8
1990	61.4	2.9	6.6	2.9	2.3	3.2	5.5	0 .8	14.4
1991	60.2	3.1	6.6	2.7	4.8*	3.2	5.5	0 .6	13.3
1992	62.3	3.1	6.9	2.8	2.4	3.3	5.5	0 .6	13.1
1993	59.7	3.3	7.1	2.7	2.5	3.0	5.8	0 .7	15.2
1994	57.3	4.1	7.3	2.7	2.5	3.1	5.7	0 .8	16.5
1995	57.6	4.4	7.4	2.7	2.8	3.0	5.9	1.0	15.2
1996	57.9	4.6	7.5	2.5	2.8	2.8	5.7	0 .7	15.5
1997	57.74	4.5	7.1	2.6	3.3	2.9	5.9	0.8	15.2

*Administrative mainframe computer purchased in 1991.

There have not been any dramatic changes in the expenditures by function percentage of budget over the years. Two support areas that directly serve students, the LRC and Student Services, have shown an increase in expenditures.

Auxiliary Enterprises

Five auxiliary enterprises, separate in their funding and accounting from the College operational funds, are listed and defined as follows:

1. The Bookstore fund is a group of accounts used to finance the operation of the College Bookstore. Expenditures include the purchase of books and supplies for resale and overhead costs of salaries and related expenses.

2. The Wellness Center is financed by ICCB credit hour funding and tuition and fees.

3. The student activity fund is a group of accounts used to finance the extracurricular programs at the College. The programs include operation of the Student Association and its related student activities, student publications, intercollegiate athletics, intramurals, theatre, forensics and livestock judging. Revenues come from student activity fees, commissions on vending machines, admission fees to events, and traffic fines.

4. The Kishwaukee College Early Childhood Center fund is a group of accounts used to finance the child care center operated for the benefit of students and staff who are parents, as well as for community residents. Revenues derive primarily from fees charged to users of the center.

5. The transportation fund is a group of accounts used to finance the purchase and operation of College vehicles. Revenues are from vehicle usage charges.

From a fiscal standpoint only, the Bookstore fund has consistently been the most successful of the enterprise funds. Each fund is self-supporting, at least in theory, but each can make and receive transfers from other auxiliary enterprises, whichever is warranted. As a result, the Bookstore fund has been able to offset any deficits of the other auxiliary operations in the recent past. The Bookstore has operated at a profit each of the past twenty years and carried a fund balance of $280,583.78 that exceeds its inventory $209,870.72 as of June 30, 1996.

The Wellness Center fund balance was a negative $56,263.20 as of June 30, 1996. In 1993, the Wellness Center opened. It borrowed $83,983.95 from the Operations and Maintenance-Restricted (OM-R) Fund to purchase the equipment necessary to operate. It has been able to pay back $35,737.80, leaving a negative fund balance.

The student activity fund had a fund balance of $18,164.77, as of June 30, 1996, largely due to transfers from the Bookstore over the years.

The Kishwaukee College Early Childhood Center fund has built a fund balance of $23,785.36 as of June 30, 1996.

The transportation fund has balance of $2,730.19 as of June 30, 1996. The College replaces one van every other year, which requires a nominal transfer from the Bookstore fund during the year the purchase is made.

Audit

Each year an external audit is performed. For the past eighteen years, the CPA firm of Winebaugh and Associates of Rochelle (formerly R. Neil Scott, CPA) has conducted the audit. While minor findings and recommendations are usually made, there has never been a significant finding in the opinion of the auditors. In fact, it is typical that the auditor comments positively about the accounting system and stable financial condition of the College.

Kishwaukee College Foundation

The Kishwaukee College Foundation, established in 1971, is a not-for-profit organization chartered by the State of Illinois as an entity separate from the College. The Foundation assists the College by seeking contributions necessary to supplement other College funding sources. Gifts are sought from individuals, businesses, and private foundations. The Foundation also performs in a fiduciary capacity to administer gifts, grants, bequests, or property in accordance with the wishes of donors. The objectives of the Kishwaukee College Foundation are to secure donations for the following purposes: award student scholarships, improve facilities, and enhance instructional programming. Appendix L lists some of the Foundation achievements during the past ten years.

Long-range plans for the Foundation include increasing the endowment for scholarships to $500,000, increasing the corpus so additional interest can be expended for grants in academic and administrative areas, and continuing to assist the College to raise funds for physical facilities.

Table 17 illustrates the growth of the Foundation assets over the past ten years.

Table 17 Kishwaukee College Foundation Assets

Fiscal Year	Revenues	Expenditures	End of Year Balance
1988[1]	388,438	99,284	455,171
1989[1]	229,477	36,524	648,124
1990[1]	208,312	61,111	795,325
1991[2]	219,126	162,533	851,918
1992[2]	186,408	360,777	677,549
1993	163,666	82,342	758,873
1994[2]	192,322	368,559	532,636
1995	252,002	106,041	728,597
1996	243,862	106,122	866,337
1997	391,808	127,242	1,130,903

[1] An aggressive campaign to furnish the Learning Resources Center took place during these years.

[2] The expenditures of those funds took place during these years.

The Kishwaukee College Foundation is a valuable asset to the operation of the College and to its students. It provides funds to departments for equipment or professional development that could not otherwise be funded through the operating budgets. The Foundation is also receptive to unusual, previously unknown types of requests by the College. Lastly, they are very supportive of our students as the Foundation issues $23,000 a year in student scholarships.

Financial Projections

Operating Revenues

1. The passage of the 1986 referendum has allowed some flexibility that the College previously did not have. The College has, however, pledged to protect its maximum authorization for the longest period possible. An upward trend in the district's EAV is likely, which will result in a favorable financial situation for the district.

2. The Illinois Community College system is approaching a critical stage regarding state government funding. Increased funding for education must happen soon, and an increase in the Illinois income tax still seems to be the most likely source.

3. Tuition levels at Kishwaukee still remain below the state average, and the College is still not seriously approaching the one-third of per capita cost cap that applies to tuition and fee levels. The students of our district bear a reasonable portion of the cost of instruction and operations, and the College does have flexibility with its current tuition levels.

Operating Expenditures

1. Personnel costs will probably remain in the 75-80% of budget range.

2. Utilities expenses are very difficult to predict, but it seems safest to budget an increase in electricity and natural gas each year.

3. Expenditures to improve the quality of the equipment and machinery necessary to keep up the campus and facilities are essential and are planned.

4. Supplies, travel, and capital outlay budgets for instruction and services must receive priority in the years to come.

Financial Resources Strengths and Challenges

Strengths

1. Kishwaukee College has a long history of living within the financial resources of the College district, illustrating prudent fiscal management.

2. There is strong local taxpayers' support of the College as evidenced by the district's approval of a referendum to increase taxes.

3. The Kishwaukee College Foundation provides additional financial support for programs and the physical plant.

4. The College has increased its emphasis on obtaining external grants to enhance operations.

5. The College has no debt from operations.

6. The College investment policy allows for maximization of interest income while giving all local financial institutions the ability to bid on College investments.

7. College operating budgets have increased steadily over the years to accommodate new initiatives and inflationary pressures.

8. The College's tuition rate remains below the state average.

Challenges

1. State funds need to be increased to support the general operating expenses of the College.

2. Increases in student tuition and fees may limit access to students.

3. The probability of a tax cap poses a challenge for the College regarding local property tax revenues.

4. The College may have to adjust future budgets to reflect shortfalls when student enrollments decrease as they did in FY97.

Learning Resources/Support Services to Students

CRITERION TWO

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Learning Resources/Support Services to Students

There is a variety of learning and support services that the College provides to facilitate students' access to programs and to afford them the opportunity to succeed. Services vary in their location within the College's structure. Where they are placed depends upon the nature of the services. The vice president, associate vice president, and several of the deans oversee student services.

Learning Skills Center

The main goal of the Learning Skills Center (LSC) is to provide academic assistance to all registered full- and part-time Kishwaukee College students who seek help. Over the twenty years it has existed, the LSC has been overseen by several administrators: the dean of instruction, the associate vice president, the dean of ABE and special programs, and, since 1994, by the dean of arts/communications/social sciences. The center is staffed by two full-time people: the coordinator, a tenured, bargaining unit, nonteaching faculty member; and the assistant coordinator, a paraprofessional whose salary and benefits are covered by an ICCB Special Populations Grant. This grant is overseen by the dean of adult basic education and special programs. Ten to fourteen students are hired each semester as peer tutors in a variety of academic areas. The full-time staff coordinate daily activities in the center, tutor English and reading, and provide study skills assistance. The total number of full-time staff and tutors is quite similar to the number ten years ago, even though the number of students using the center has increased greatly. As noted in Table 18, there has been a growth of 41% in students and a 76% increase in LSC visits from 1987 to 1996.

Table 18 Student Use of Learning Skills Center 1977-87

Academic Year	# of Students	# of Student Visits
1977-78	353	1,389
1978-79	435	2,881
1979-80	469	3,056
1980-81	884	4,104
1981-82	1,221	4,213
1982-83	1,333	4,588
1983-84	1,457	5,634
1984-85	1,594	6,631
1985-86	1,586	6,716
1986-87	1,848	7,201
1995-96	2,614	12,705*

* See Appendix M.

Currently the LSC receives most of its financial support from institutional funds: 80% of tutor budget, 60% of supplies budget, 100% of capital outlay, and 100% of the coordinator's salary. The remaining funds for supplies, tutors, and the assistant coordinator's salary and benefits come from a federal grant for disadvantaged students. Additionally, College work study monies are utilized for peer tutors who qualify.

Since the last NCA visit, the LSC has undergone several changes. The catalyst for these changes was the opening of the new E-wing. The LSC's move into its new facility afforded both students and faculty improved services. The center (LSC) moved from a room with approximately 800 square feet to an area with approximately 3,400 square feet. Included in the new center are an open computer laboratory, a language laboratory, a testing center, rooms for individual or group study, office space for each full-time staff member, plus a peer tutor office area. The LSC can accommodate 60 students at one time in addition to those served in the testing center. The center is open daily and, as a result of student and faculty requests, has gradually increased its hours to include some evenings until 6:30 p.m.. Beginning in 1997, summer session hours (generally, 8:00 a.m. to 1:00 p.m.) increased to include hours during the first four weeks of the summer school session.

The major portion of assistance is derived from the peer tutoring program. Tutoring assistance currently is available in mathematics, English, reading, Spanish, French, accounting, physics, chemistry, biology, and anatomy and physiology. In addition, students can receive one-on-one instruction in study skills. The criteria for hiring student tutors include faculty recommendations, an overall GPA of 3.0 and a 3.5 GPA in courses related to the tutoring area. The LSC's tutors are highly qualified to provide academic support to their peers. Full-time LSC staff have indicated that there is a need for peer tutors in subjects not covered currently as well as additional tutors in mathematics and the sciences.

The LSC's open computer laboratory provides students with access to software programs that correspond to those used in courses or that are tutorials to enhance course content. Students may also access their electronic mail accounts in this computer laboratory, and Netscape is available on all computers. The laboratory is serviced by the full-time staff and laboratory assistants, though recruiting qualified laboratory assistants has been an ongoing challenge.

Students enrolled in French or Spanish classes do assignments in the language laboratory. In addition, students enrolled in other classes such as music and orientation have assignments which they may also complete in this laboratory.

In addition to tutoring and technological support, the LSC staff currently administer two types of tests. Placement tests in English, mathematics, and the Basic Nurse Assistant program are administered by the center professional staff daily. In addition, students may make up course examinations in the center, a service that has grown tremendously during the last year (see Appendix M). In the future, the LSC staff also will administer the Academic Profile test to incoming and graduating students. Because of increasing requests for testing, two 2-hour blocks of time were established in 1996 for daily testing during the regular semester; testing is also available in the evenings and in the summer when the center is open. In the spring of 1997, an ad hoc committee recommended centralization of most test administration and the hiring of proctors so that testing hours can be expanded and the two full-time LSC staff members can concentrate on other needed support services. Funding for the 1997-98 academic year was approved and a proctor was hired in September to work for a maximum of 12 hours per week. The effectiveness of the position will be evaluated during the year.

The center also provides support services to both full- and part-time faculty and staff. Staff often use the computer laboratory to access electronic mail or to work on documents they may be producing. Instructors often leave independent study materials in the center for students. Also, professional staff has been asked to present study skills instruction in a specific content area to various classes. An additional service provided by the LSC is the space for GED testing.

The LSC's human, physical, and financial resources support the center's quality of services. Both faculty and students have expressed their satisfaction with the services received in the LSC. Suggested improvements focus on expanded hours, tutoring for additional courses, and building awareness of the center's services among new students and new instructors.

Learning Resources Center

The Learning Resources Center (LRC) has three departments: the Library, Media Services, and the Art Gallery. The purpose of the Library and Media Services is to acquire and organize print and nonprint materials to meet the informational needs of the students, faculty, staff, and community members served by Kishwaukee College. In addition, reference services and instruction are provided to Library users. The purpose of the Art Gallery is to provide the College community with an opportunity for extracurricular educational experiences through various exhibits.

Since the last NCA review, a major addition and remodeling more than doubled the space available for the LRC. The Library is now a pleasant facility that provides enough space to enable the LRC staff to serve the College community. The LRC has seating capacity for 220 students, including the Library classroom and computer laboratory.

Library Services

Several staff positions have been added since the last NCA study. Currently, the professional staff of the Library consists of the director who supervises the LRC and 2.5 reference librarians. There are also three full-time and two part-time support staff positions. The staff in these positions provide interlibrary loan, and technical and public services support. The Library also hires a number of students to shelve materials, to staff the computer laboratory, and to perform clerical duties equivalent to two full-time positions.

The policy of purchasing print and nonprint materials for the Library collection is to buy those items which support the curriculum. Materials are selected by the librarians based on reviews in professional publications and from faculty recommendations. The librarians regularly consult with faculty in the selection and weeding of materials.

Books and periodicals, which make up the majority of the materials purchased, along with pamphlets are placed in the general, reference, reserve, career corner, children's, recreational reading, periodical, or pamphlet collections. CD-ROMs, a full-text periodical database, the Internet, and access to remote databases supplement the book and periodical collections. The Library collection consists of 40,835 books, 244 periodical subscriptions, a collection of microform titles, an extensive pamphlet file collection, and a College catalog collection available either in selected hard copy or on microfiche. Copy machines and microform readers/printers are provided for use by the College community. Library materials are protected by a security system. The Library also maintains an archives collection that is available to the community during all hours of Library operation.

The Library is very accessible to students and the community. It is open six days a week for 69.5 hours during the fall and spring semesters with somewhat reduced hours during holidays and the summer. Professional staff are available 63 hours each week. Reference assistance is given in person and over the phone.

Current technology has been installed for access to the collections. The LRC uses a computerized book catalog and a full-text magazine index. A multimedia CD-ROM station currently provides access to seven CD-ROM products. Remote databases provide further access to information. Interlibrary loan allows the Library to obtain materials quickly from other libraries. In fiscal year 1996, the Library provided 1,368 items to other libraries, and the Library received 917 items through interlibrary loan. In addition, the Library participates in cooperatives to share resources to participate in group purchases, and to take advantage of staff development opportunities.

Another service provided by the LRC is bibliographic or library instruction for a variety of classes as well as to individual students. In fiscal year 1996, the Library gave 77 bibliographic instruction presentations to 1,511 students. In addition, the reference librarians prepare bibliographies on a variety of topics for classes, faculty, or for special functions sponsored by the College.

The Library allows most of its materials to be borrowed by members of the College community. In fiscal year 1996, the Library checked out 33,820 books, periodicals and pamphlets. During a typical week, 3,220 people visit the LRC, 660 items are loaned out, and 349 reference questions are answered.

The LRC also has a computer laboratory which is open during regular hours. The Library hires student workers to staff the laboratory, and Library staff handle some hardware problems and give basic software instruction to computer laboratory users upon request. One concern that has been expressed by the LRC staff is the inordinate amount of time the staff spends dealing with computer-related problems; this has resulted in modification of other services the staff provides.

Satisfaction with library services is well-documented from the College's graduate survey responses, from program reviews, and from student feedback surveys. One challenge for the LRC is to secure adequate funding to be able to add to the print and software collection. Another challenge noted by the LRC staff is to improve the means of communicating with other staff to support the needs of both the students and the faculty.

Media Services

The Media Services staff consists of the coordinator, two full-time support staff members who provide distance learning and multimedia production services, and two part-time support staff members who staff the service desk. Staff members also offer staff development workshops in the multimedia laboratory.

Audio-visual materials and equipment can be borrowed from Media Services to support classroom teaching or other College functions. The collection consists of videos, filmstrips, slides, audio cassettes, phonograph records, laser discs and 16 mm film. A budgeting process implemented several years ago has been an effective cooperative means of adding to the collection. Media is requested by faculty as part of their annual budget preparation; departmental recommendations are reviewed, approved jointly by the instructional deans, and then purchased by Media Services after the budget is approved. Media Services is also responsible for purchasing, maintaining, and repairing audio-visual equipment.

Media Services hours parallel those of the Library, and this department provides most of its services during these hours. Besides serving as a central location for audio-visual hardware and software, Media Services staff also provides a variety of other services. They assist students, faculty, and staff in audio-visual production of overhead transparencies, posters, banners, slides, and signage. Using the multimedia computer laboratory, they assist faculty and staff in creating presentation materials for College classes or functions. This department is also responsible for scheduling distance learning classes and maintaining the distance learning classroom. They dispense the videotapes for those students who enroll in telecourses, and they provide access to satellite programs presented by educational and professional sources. Video and audio production services are also available.

Media Services provides an array of valuable services to students and staff. The centralization of software has made audio-visual purchasing and use very effective. Multi-media technology and training have increased the support offered by these professionals.

Art Gallery Services

A part-time gallery director and student workers staff the Art Gallery.

Art exhibitions in the Gallery are for both the enjoyment of the College community and for educational purposes. The Art Gallery, consisting of 924 square feet of floor space, presents eight to nine shows a year, and is open five days a week for 26.5 hours during the fall and spring semesters. An average of sixty people have visited each show. Kishwaukee College also owns an art collection that consists of 98 pieces of art displayed in various areas around campus. Both the gallery and the art collection have been well received.

Student Services

The area is managed by the dean of student services who reports to the vice president. Both its physical space and its organizational structure are divided into three major areas: Admissions, Registration, and Records; Counseling and Student Development; and Financial Aid. Two additional areas are supervised by the dean: the Transfer Center and the Kishwaukee College Early Childhood Center. The current 25 full- and part-time staff deliver a variety of services. The counselors, in particular, fulfill multiple roles as coordinators of specific student-oriented services that extend beyond counseling and academic advising.

Over the years, students (on feedback surveys) have commented on both their satisfaction and dissatisfaction with the services provided by Student Services. The coordinators and the dean met during the 1996-1997 school year to discuss these comments; they developed strategies and ideas for implementation by the Financial Aid Office. In the next year, the staff will address comments and develop strategies for other Student Services areas.

The move to a larger space in the E-wing in 1993 enhanced the delivery of services to students and improved the efficiency of operations for Student Services. Each area is comprised of a suite of offices for professional and support staff; the space creates a positive working environment. Storage space for students' records and other resources is adequate and well-located. The one exception to this is the Financial Aid Office;

additional space is needed for staff and for records. College staff and administration are studying the problem.

Admissions, Registration, and Records

This area is headed by a director who oversees five staff members: the credentials analyst, the admissions analyst, the office manager, night clerk, and secretary. The major responsibilities of this area are to coordinate admissions and registration; maintain student records; and serve as an information center on programs, courses, and requirements. The addition of the admissions analyst position in 1994 enabled the area's staff to heighten their efficiency and speed of operation, and to enhance the quality of some services such as writing personalized letters to students as opposed to form letters. The staff in the office handles, in a timely fashion, the evaluation of high school and transfer students' transcripts, the evaluation of the records of career/transfer students who have applied for graduation, the inputting of data, and, in cooperation with instructional personnel, checking students' prerequisites for specific courses. One element that will definitely add to the efficiency of operations for the area and the delivery of services is the installation of the long-awaited degree audit program scheduled for FY99. Another programming enhancement would be the development of a mainframe graduation information screen that would benefit both students and the staff. With this programming change, students could apply for graduation a semester earlier and would know whether or not they have fulfilled their program requirements prior to the semester in which they hope to graduate; staff would have more time to complete audits and communicate with students about the satisfaction of degree requirements.

Counseling and Student Development

The four counselors staffing this area provide varied services to incoming and continuing students. A major responsibility is to provide academic advising, primarily to those students who are required to meet with a counselor or academic advisor. They also encourage other students either by scheduling appointments or by scheduling walk-in times during peak periods in a semester. Student advising numbers and counselor/advisee ratios were calculated as part of a 1994 study conducted by Student Services. During the spring 1993 registration period (11/16/92-1/22/93) the four counselors advised 1877 students, for a ratio of 470 to 1, much higher than that recommended by a 1988 source cited in the study. No comparable study has been conducted since that time. However, the opening of the Transfer Center has helped with some advising and interventions for transfer students, including high risk transfer students. Also, to facilitate advisement, students are given a worksheet that serves as a checklist of courses taken or needed to fulfill degree and credit requirements. For the future, the full use of the previously mentioned degree audit program should provide system support to staff and students by supplying necessary data on students' course work.

The counselors also provide counseling services in such areas as personal issues, college adjustment, and relationships. If needed, they make referrals to appropriate outside agencies. Each semester, they offer several noncredit personal success workshops; some teach sections of a college success course required in the transfer programs.

Through several established advising/counseling practices, counselors encourage students to use their services. All students may see a counselor. Students may see any counselor as opposed to being assigned to a specific counselor. Also a walk-in counselor service is available at peak times during registration.

Each counselor is also responsible for the coordination or supervision of other services related to student success. One counselor is the test coordinator and supervisor of the Adult Center. A second counselor coordinates new student orientations and the recruitment of traditional aged students (recent high school graduates). A third counselor focuses on career planning services and services for special needs students. The fourth counselor coordinates student activities, primarily student clubs and organizations, and the student government association. As generalists, counselors provide many services to students. In doing so, they frequently work in cooperation with staff from other areas such as the LSC in scheduling placement tests, the Employment Resource Center (ERC) in career planning/placement services, and faculty and deans on instructional issues.

Throughout their varied responsibilities, the counselors work directly with students to support their retention and success. Orientation, for example, introduces students to the College and supports retention by providing students with a knowledge of services and resources (human, physical, and financial). Student activities provide avenues for students to connect with others who share mutual interests; the formation of new groups is encouraged as the need or interest arises. Special needs students are identified and supported on a continued basis as the coordinator sends information to instructors on a student's disability along with suggested adaptations for instruction. This individual also arranges for any needed adaptive equipment. The variety of tests--personality, career interest, and values indicators--available to students allows them to find out more about themselves. Counselors not only administer these tests but interpret results for students. While the organization and division of all their student support services is advantageous to the College and the students, the division of time between their coordinating duties with their counseling/advising responsibilities is challenging at times.

A particular challenge noted by the special needs coordinator is that the College is faced with being able to accommodate an increasing number of students with severe disabilities. Acquiring additional specialized adaptive equipment and adding more follow-up services are two other challenges in meeting the needs of and providing support services for these students.

Financial Aid

Financial Aid facilitates students' admission and retention in their academic programs through financial opportunities that include grants, scholarships, student employment and loans. This area is headed by a coordinator who oversees three support staff: the assistant coordinator, a secretary, and the financial aid processing specialist (added during the 1996-97 year).

During the 1995-96 school year, the Financial Aid Office reviewed applications from

1,446 potential students interested in need-based financial aid programs. A total of $2,502,239 was distributed to 1,515 students for need and non-need based aid. Because students can now list six potential colleges/ universities to receive their financial aid information, the number of students indicating interest in Kishwaukee College has increased by approximately 40%.

The Financial Aid Office has several challenges. One is to be able to provide adequate services at the beginning of each semester. The heavy student traffic combined with the increased application volume at the beginning of the term creates a service delivery difficulty for the Financial Aid Office. Another challenge is keeping up to date with the changing technology. The office staff must be proficient in separate software programs for a variety of grant and loan programs, a variety of communications packages, word processing, and the College's institutionally supported mainframe system. Finally, ever-changing regulations create a challenge to keep up to date on federal, state, and local regulations. New programs and changes in existing financial aid programs can occur on a monthly basis.

Transfer Center

The Transfer Center, funded by a Higher Education Cooperation Act (HECA) grant, opened in February of 1996, and is housed in the Counseling and Student Development Center. The Transfer Center is staffed by a director and a secretary. Services offered this past year include information resources on four-year institutions, course transferability, scheduling college visits, establishing a mentoring program for minority students, and providing early intervention for transfer-oriented students in academic difficulty.

In FY99, the director aims to expand its support services to students by making the mentoring program more comprehensive while still focusing on minority students. The director plans to implement an orientation at the beginning of each semester for students who have a high degree of absenteeism or tardiness in classes and for those below a 2.0 GPA. The Transfer Center provides services to students that were not previously available at the College and has allowed for expansion of existent services.

Kishwaukee College Early Childhood Center

Kishwaukee College Early Childhood Center provides high-quality early childhood care and education for young children ages two through six. It is located in its own building which is divided into two large classrooms, one for children ages two and three, the other for the older children. A large secure playground with age-appropriate play equipment adjoins the building. The center strives to provide young children with a wide variety of learning experiences to stimulate their physical, social, emotional and cognitive development. Staff arrange the environment and plan daily experiences to encourage children to play with other children, with adults, and with an assortment of learning materials and supplies.

The center serves Kishwaukee College students and employees as well as community families. Of the approximately 62 children cared for each semester, about 42% are children of students, 23% are children of employees, and 35% are children of community residents. Its schedule mirrors the College's calendar and is open during the fall, spring, and summer terms daily from 7:30 a.m. to 4:45 p.m.

The center, overseen by the dean of student services, is staffed by a team of committed early childhood professionals who are assisted by Kishwaukee College students. The quality of the staff is the key ingredient in developing and maintaining a quality program for young children. The current staff includes a director, two head teachers, two assistant teachers, and four to ten student workers each semester who serve as aides. The director, head teachers, and assistant teachers have college degrees in early childhood education ranging from associate's degrees to master's degrees. The staff to child ratio is approximately 1:6.

The Early Childhood Center, as an auxiliary enterprise of the College, is expected to be self-supporting and generate its own revenues. Revenue comes from five primary sources: user fees (tuition), special reimbursements (subsidy for low-income families), donations, food program subsidy, and bad debt recovery (from the previous fiscal year). The College provides the center's space and utilities as well as in-kind contributions including custodial, maintenance, snow removal, and lawn care services. In addition, a part of one head teacher's salary is paid by child care technology to support the center's contribution as a training facility for its students.

Strengths of the program include a quality program staff, a pleasant learning environment, an ability to support the education of Kishwaukee College students and employees, an ability to meet the child care needs for local residents, and the contribution the center makes by providing training for child care technology students. The center's one major challenge focuses on finances--earning sufficient revenues necessary to maintain a quality program, including appropriate staff salaries, and expenditures for materials and equipment.

Athletics

The College offers intercollegiate and intramural athletic opportunities for students. Athletics are supervised by the dean of mathematics/education/science/ health. Three full-time faculty serve as coaches; one of whom also serves as athletic director. All receive reduced class loads to compensate for their responsibilities.

The College offers eight team sports (see Appendix N for a listing of intercollegiate sports). Intercollegiate sports meet Title IX guidelines for the number of sports and participants. In FY98, the amount budgeted for team members' athletic wear and for reimbursement for physical examinations will be the same for all sports. Intramural sports were not offered in 1996-97 due to a staff vacancy. However, 75 to 100 students normally participate in intramural activities, and there is a desire for them to be reinstated for FY99.

In an effort to assist team members in balancing their academic and athletic responsibilities, most coaches monitor their athletes' classroom performances by sending progress report forms to instructors and by scheduling study hours in the Learning Skills

Center. The majority of coaches are diligent about reviewing progress reports with students who may be having difficulty in a course. Study time in the LSC is required by several coaches.

One challenge for the athletic program is that scheduling games, practices, and other school-related activities is sometimes problematic because of limited indoor athletic facilities and locker rooms.

Student Activities

Student activities are an important part of the educational experience. Involvement in extra-curricular activities allows students to meet people with similar interests, enhances what has been learned in the classroom, and promotes new connections with the College and its personnel. A portion of student fees helps fund student activities such as forensics, livestock judging, theater, student association and related clubs, athletics, Phi Theta Kappa, *Kaleidoscope*, student art show, and a literary magazine (*Kamelian*).

The Student Association and related clubs are organized under a counselor in Student Services. The dean of arts/communications/social sciences oversees forensics, theater productions, student newspaper, student art show, and the literary magazine. Livestock judging falls under the responsibilities of the dean of agriculture/horticulture/automotive. Athletics and intramurals are the responsibility of the dean of math/education/science/health. Phi Theta Kappa is supervised by two faculty members and is College funded.

Phi Theta Kappa members participate in a variety of service activities on campus and in the community. The College offers the Phi Theta Kappa leadership course for all students each spring semester. Currently three faculty are qualified to teach the leadership course. Phi Theta Kappa members are provided information on local club happenings and national scholarship opportunities through club meetings and mailings.

Several student activities extend learning beyond the classroom. The forensics team and livestock judging team have regular meeting schedules during the year. Kishwaukee has hosted a state forensics tournament for the last six years that attracts 12-20 colleges to the campus. We usually have two theater productions each year. Both students and community members can audition for theater productions. The student art show is promoted and organized by the art department. This show is juried by off-campus jurors and is displayed in DeKalb. The student literary magazine is promoted and organized by the Arts/Communications/Social Science division. Student work is judged and nicely displayed in an effort to recognize student work in the arts. The College newspaper is produced approximately 16 times a year. The newspaper editor and all reporters are current students. The newspaper has received several awards for exemplary student work.

Special Programs

Under the auspices of the dean of adult basic education and special programs, a number of grant-funded programs address a variety of needs for specifically targeted populations. Career and educational services, counseling, and financial assistance are some of the services these programs offer qualified students.

One in particular, Adult Student Connections, targets students who wish to register or who are registered in career programs and who are single parents, displaced homemakers, or teen parents. The program is funded by several grants in which qualifying students receive career planning assistance and academic advisement. Additionally, financial assistance may include funds for tuition, fees, texts, child care, and transportation. Other support services offered through the program assist students in attaining success. These services include workshops, presentations on educational or family issues, and support groups.

Two other grant-funded special programs are geared for 16 to 21-year-old high school dropouts and provide basic skills instruction, general education development (GED) preparation, and career preparation and planning. Finally, literacy programs and services insure opportunities for those in our community wishing to improve their reading, mathematics, or communication skills. Volunteer tutors are used either in off-campus locations or in the ABE learning laboratory on campus.

Employment Resources Center

The Employment Resources Center (ERC) was opened in 1995 and is staffed by a coordinator, a secretary, and a student worker. In the beginning, the center coordinator, the coordinator of career counseling, and staff from ABE and special programs met to determine the career and job-related services each area would provide. Participating staff agreed that the ERC would focus on providing students with job acquisition and job placement assistance, including résumé writing, interviewing skills, and job search strategies. The Counseling and Student Development Center professional staff would provide career exploration and counseling services.

Bookstore

The main mission of the Bookstore is to provide books and supplies for the classes offered by the College. In doing so, it provides a service for the students, faculty, staff, administrators, and community. In addition to selling texts and supplies for courses, the Bookstore has served as a central store for the faculty and staff by ordering classroom and office furniture and books in which instructors and staff may be interested. As noted in the section on financial resources, the Bookstore has been the most successful of the enterprise funds, operating at a profit over the last twenty years.

The Bookstore has five full-time staff members and one part-time staff. Each person is cross-trained to be able to assume the responsibilities of any staff member. Currently, the Bookstore also employs only one or two student workers as compared to the six or more hired in the past. To keep current with the system, staff members periodically attend training seminars to keep them apprised of changes in the computer system. In addition, the director attends several conferences each year designed to keep bookstore professionals current on the latest trends.

Since the last NCA visit in 1988, the Bookstore has moved into its new space in the E-wing. The location is ideally situated right inside the main entrance doors with the Library across the hallway and the Business Office and Registration and Records Office directly above. An additional 1,485 square feet has improved the Bookstore's delivery of service and efficiency of the operation; it also is more student-friendly. There is more storage area, a separate receiving and buyback area, and two large staff offices. Textbooks are stored behind counters and removed for the students. Having counter service for books alleviates a pilferage problem as does the new security system.

The Bookstore is now totally computerized in its ordering, receiving, and register system. The system also works with the College's main frame program for students on financial aid. This method has several advantages for both students and staff. A perpetual inventory system was implemented in FY98. In the future, the Bookstore staff will evaluate the feasibility of implementing alternative ways for students to purchase materials, especially if students can order texts directly from publishers on the Internet.

Learning Resources/Support Services Strengths and Challenges

Strengths

LSC Strengths

1. The center has highly qualified peer tutors.

2. The center services the needs of students and staff.

3. The financial resources allotted by the institution testify to the administration's belief that the center's service is vital to the College community.

4. The increase in evening hours and summer days has enhanced delivery of support services to students and faculty.

5. Students and faculty are very satisfied with the center's services.

LRC Strengths

1. The expanded and remodeled LRC facility is spacious, handicapped-accessible, and wired for networking.

2. The LRC is sufficiently staffed.

3. The LRC staff is service-oriented and encourages students to use LRC materials that support their classes.

4. Remote databases and the materials purchased by the LRC support the curriculum and meet the needs of faculty, staff, and students.

5. The faculty and librarians work closely together in purchasing materials.

6. Kishwaukee College's archives collection is well-organized and preserved.

7. A security system has been installed.

8. Memberships in regional associations and consortia allow the LRC to participate in interlibrary loan services and offer distance learning classes.

9. The LRC staff is available when the students and staff are on campus.

10. The Media Services Department encourages high use of audio-visual materials to enhance instruction, coordinates the purchase of audio-visual equipment and materials so there is little duplication on campus, and has taken a leadership role in fostering use of multimedia in classes.

11. The Art Gallery has expanded the learning and enrichment resources available to the College community.

Student Services Strengths

1. Student Services as a unit provides a variety of services to meet the needs of students.

2. The longevity and experience of many staff, and the cooperative efforts among the Student Services staff with faculty and administration, benefit the quality of services to students.

3. The staff is highly qualified.

4. The physical space has created a positive environment for both students and staff.

5. As generalists, counselors provide a variety of services to students.

6. Student Services staff keep up to date with new technology and programs that have a positive impact on the delivery of services to students.

7. The addition of grant-funded services has allowed for the expansion of services to targeted student populations.

Bookstore Strengths

1. The bookstore has the advantage of a very cooperative faculty in getting book and supply orders in a timely fashion, thus enabling the Bookstore to order early and get a generous supply of used books (which students prefer because of their lower cost), and to have books and supplies ready and organized for busy times.

2. The Bookstore serves both the students and staff at the College.

3. The Bookstore is not only self-supporting but revenue-generating as well.

4. The Bookstore's physical space provides effective delivery of services to students and staff and an efficient workspace for Bookstore personnel.

Challenges

LSC Challenges

1. There is a need for more tutors in some subject areas, primarily mathematics and science, as well as economics, psychology, art, and music.

2. Students have voiced concern about the lack of evening hours the center is open.

3. Some students are unaware of the LSC services.

4. Availability and recruiting of qualified computer laboratory assistants are challenges.

5. More full- or part-time paraprofessional staff are needed to assist with testing.

LRC Challenges

1. While its facility is accessible, not all of the Learning Resources Center services are handicapped accessible.

2. Funds for books, audio-visual materials, periodicals, and other materials are only at the minimum of recommended levels.

3. Time spent by Library staff in the LRC computer laboratory dealing with hardware problems and software instruction results in a lessening of other Library services to students, faculty, and staff.

4. The LRC is faced with the double challenge of keeping up with rapid changes in technology to enhance the learning process for students and finding the funds to implement these changes.

5. Communication among various groups on campus with the LRC staff can be improved so that the LRC can provide the materials students and faculty need for courses.

6. Theft of LRC materials still occurs despite the security system.

Student Services Challenges

1. The staff needs to be proactive in planning, implementing, evaluating, and setting priorities for new services and processes.

2. Comments from students on feedback surveys need to continue to be addressed.

3. The degree audit program needs to be installed to meet student advisement needs.

4. Services for special needs students need to be expanded.

Bookstore Challenges

1. The staff must keep up to date with new products and the constant revision of textbooks.

2. The staff must evaluate the feasibility of implementing alternative purchasing procedures for students.

3. The staff must prepare for the possibility of decreased revenues resulting from students ordering directly from publishers over the Internet and less competitive pricing due to mergers or buyouts in the publishing industry.

4. The staff must keep up to date with changing technology both for customers and for the Bookstore's own needs.

Students

Over the last ten years, Kishwaukee's student headcount and FTE enrollments have grown, as noted in the *Data and Characteristics of the Illinois Public Community College System* (1986-1995) and from the College's fall 1996 statistical report. As delineated in Table 19, student headcount has increased by approximately 13% and FTE enrollments by 15% from fall 1996 as compared to fall 1987. These numbers are one determinant that there is a sufficient number of students enrolled to meet the College's stated educational purposes. Another determining factor is the number of students enrolled in programs. Program reviews in the career and transfer areas over the last ten years indicate that there are sufficient numbers of students enrolled except for the A.A.S. degrees in accounting and computer information systems. Based on the low number of students enrolled in these programs, the faculty in the programs recommended they be eliminated. The College has done a thorough job in reviewing programs and determining that student numbers justify their continuance.

Table 19 Summary of Headcount and FTE Enrollments

	FA87	FA88	FA89	FA90	FA91	FA92	FA93	FA94	FA95	FA96
Headcount	2867	3113	2960	3035	3340	3270	3243	3244	3268	3234
FTE	1593	1628	1635	1705	1902	1857	1851	1839	1903	1826

The credit enrollments combined with those in public service place Kishwaukee College #6 statewide in FTE per 1000 of districts residents and #7 in headcount per 1000 *(1996 ICCB Data and Characteristics).*

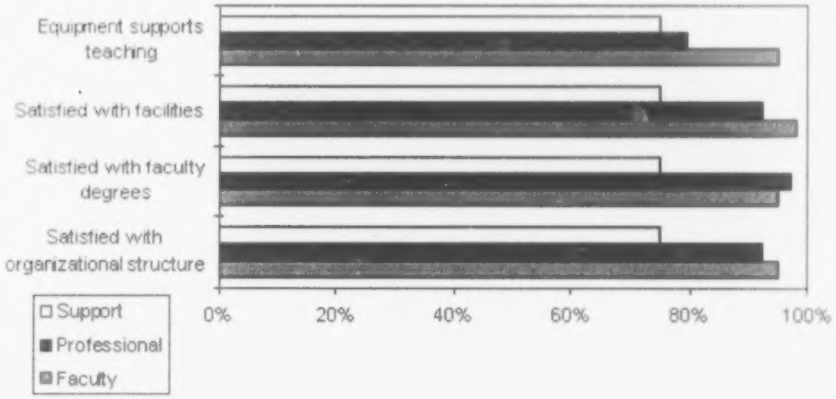
Results of the Staff Survey as it Relates to Criterion Two

In August 1997, all full-time faculty and professional staff and a sampling of support staff were asked to complete a survey related to opinions and issues relevant to each of the five NCA criteria (see Appendix A). There were 97 staff who responded: 50 faculty, 39 professional staff, and 8 support staff.

Generally, responses to each item in the section on Criterion Two supported the data in the preceding pages of this document. Responses from the select support staff are slightly less supportive.

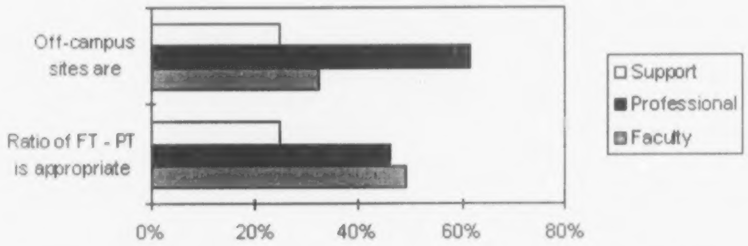
Figure 5 shows overwhelming satisfaction with the organizational structure of the College. Staff are also very satisfied that faculty possess the appropriate degrees. There is support for the statement that the facilities, equipment, and furnishings are adequate to support the mission of the College, particularly from faculty.

Figure 5 North Central Questionnaire Results



On the other hand, Figure 6 indicates less certainty regarding the adequacy of off-campus sites. This was particularly expressed by a number of support staff and faculty who checked "don't know" to the adequacy of off-campus sites. This is probably due to a lack of awareness about our off-campus activities and facilities. Most staff have little or no contact with extension sites.

Figure 6 North Central Questionnaire Results



Survey respondents also indicate concern about the ratio of full-time to part-time faculty in career/transfer programs. Professional and support staff further indicate they do not know the appropriateness of the full-time/part-time ratio. This could be because the majority of off-campus classes are taught by adjunct faculty. Faculty have the opportunity to recommend additional full-time positions yearly as part of the budgeting process. Several departments take advantage of this opportunity.

Summary of Strengths, Challenges and Recommendations

Strengths

1. The Board of Trustees is composed of experienced, knowledgeable members and is highly participatory.

2. The College's organizational structure is very effective for carrying out its stated mission and purposes.

3. The staff is highly qualified, and there are a sufficient number to support the College's mission.

4. Staff have the opportunity for input on a broad range of issues through the College's established and special/ad hoc committees.

5. There is a strong staff development program for all staff.

6. The College has a strong outreach program and works cooperatively with area agencies, businesses, and organizations to meet the needs of students and the community. This outreach is a focus of the ABE, BID and CES areas.

7. The well-maintained facilities and grounds provide a wholesome, positive atmosphere for students and staff to carry out the activities of the College.

8. The infrastructure is in place for supporting classroom and staff research and instruction.

9. There is strong local taxpayer support for the College.

10. The College's prudent fiscal management practices have allowed for the resources to support effective teaching/learning and other services.

11. The College has no debt from operations.

12. The Kishwaukee College Foundation has been active in supporting a cross-section of needs.

13. The College provides a full range of support services.

14. Support services, physical resources, and equipment are generally very adequate.

15. There are a sufficient number of students to support the programs that currently exist.

Challenges

1. The College needs to continue to recruit qualified minority staff.

2. The College needs to develop a system to assure that the periodic review of all policies and procedures occurs.

3. The College needs to continue its budgetary planning for capital projects.

4. Given the 1996-97 enrollment decline, decreasing state funds, and the probability of a tax cap, the College is faced with the possibility of having inadequate funds to meet its mission and purposes.

5. The College needs to use available data on campus better in order to plan for or make decisions concerning human, physical, or financial resources.

6. Services for special needs students, particularly those with physical disabilities, need to be expanded.

Recommendations

1. Develop uniform procedures and materials for new staff in orienting them to College policies, procedures and practices.

2. Develop procedures, materials, and staff development activities for all staff to provide access to information related to retirement and benefits.

3. Review evaluation procedures for nonbargaining unit professional staff.

4. Continue to lobby to increase state funding support.

5. Develop a funding plan for major capital expenditures to acquire hardware and software for such areas as Financial Aid, the Learning Resources Center, and Data Processing.

Accomplishment of Purposes

CRITERION THREE

"The institution is accomplishing its educational and other purposes."

Curriculum and Instruction

In order to demonstrate that the institution is accomplishing its educational and other purposes, this section of the self-study is divided into five sections: curriculum and instruction, student outcome assessment, services available to students, staff development, and public services. These five sections address the nine purposes described in the College catalog. Measurement of the College purposes is being accomplished with procedures described in the total College assessment program.

Mission and Purposes

Mission

The College mission states that "Kishwaukee College provides . . . educational opportunities through a broad range of educational programs . . ." The College curriculum is the basic means for meeting the College's mission and purposes. The delivery through effective instruction is imperative for student success, and the faculty at Kishwaukee are the experts in the teaching/learning process. As our curriculum experts, the faculty are instrumental in the development, modification, and evaluation of the curriculum and its related instructional processes.

Related Purposes

The College purpose statements provide the basis for the College curriculum. The statements are as follows:

- To provide a broad range of general education classes designed to assist students in assimilating fundamental knowledge, applying higher level thinking skills, and recognizing the applications of general education content.

- To provide a broad and appropriate range of general education and elective courses which lead to a smooth and complete articulation to Illinois colleges and universities.

- To provide appropriate course work and related training in occupational vocations which lead to employment, job advancement and, where appropriate, post-associate course work or degrees.

- To provide instructional programs with related support services that will assist learners in the attainment of improved literacy skills, completion of the high school equivalency diploma, and transition to other educational and training programs.

Curriculum Change Process, Faculty Autonomy and Responsibility

The College faculty develops, maintains, and continually evaluates curricula for transfer programs, occupational programs, general education, developmental programs/courses, and public service programs/courses. The impetus for curriculum change comes from a variety of sources--student survey instruments, faculty, advisory committees, business and industry, the Illinois Community College Board, the Illinois Board of Higher Education, the Illinois State Board of Education, professional organizations, and from the legislature. Another impetus for curriculum change is our program review process which occurs every five years for each of our degrees, certificates, and units of instruction. It is through these sources of ideas for change that we modify and maintain a curriculum that is at a level appropriate for a post-secondary institution and that meets the needs of our local communities.

The Curriculum Committee is a standing committee at the College. Faculty representatives from each division and the instructional deans are regular members of the Curriculum Committee. This committee meets monthly to consider curriculum modifications for all credit course work at the College with the exception of a few credit courses in community education. (See Appendix O for a table of selected Curriculum Committee actions which reflect the scope of curriculum modifications.) Members also consider curricula which has usually been proposed by College full-time faculty and has the approval of one of the four academic divisions or Adult Basic Education and Special Programs. If the curriculum is submitted from one of the occupational programs at the College, advisory committee approval is also necessary prior to presentation to the Curriculum Committee. Faculty indicated on our North Central Questionnaire that they have ownership and control of the curriculum. Curriculum Committee and advisory committee minutes also support faculty ownership.

As of fall 1997, the College offers two transfer degrees, 64 occupational degrees and certificates and 46 cooperative occupational degrees and certificates in cooperation with contiguous community college districts. We also offer credit courses in adult basic education and community education.

Educational Programming

Transfer Programs

The transfer program curriculum provides a smooth matriculation to other Illinois colleges and universities. The associate of arts and associate of science degrees comprise our transfer degree curriculum. We expect to implement the associate of engineering and associate of fine arts during FY99.

There have been two major revisions of these degree requirements over the last ten years. The first revision kept our degrees in line with Illinois Community College Board (ICCB) requirements, and the second brought them in line with the Illinois Articulation Initiative (IAI). Faculty and division deans worked together to arrive at these revisions. Our faculty recommended that the general education requirements for both the A.A. and A.S. be the same. This method will allow students maximum flexibility in selecting additional course work at the College to meet requirements of academic majors at a university. Illinois Articulation Initiative panels are currently meeting to determine courses for majors that would assist community college students to transfer smoothly. Several of our faculty have served on these statewide articulation panels. Their participation in these articulation processes has benefitted our understanding of the Illinois Articulation Initiative.

Assessment of our transfer degrees is accomplished by analyzing graduation numbers, transfer rates, matriculation success, transfer GPAs, and retention rates within our programs. Our data show that our students are doing well and transferring at rates that can be expected. Transfer GPAs equal or exceed the native student GPAs at Illinois four-year colleges and universities. We have set a goal of a 33% graduate rate for the Right-to-Know (native, full-time, first time students) cohorts. We are studying completion rates for declared degree students following six semesters of work.

Over the last ten years, enrollment in transfer classes has increased while degree completion rates have decreased (see Table 20). The decrease in degree completion is directly related to the increase in the general education mathematics requirements for all degrees and the designation of intermediate algebra as a developmental course. College data on students (within six hours of graduation) who choose not to graduate demonstrate that completion of the mathematics requirement is the most frequent reason that students do not graduate. Our data from transfer students' responses to graduate surveys and student feedback surveys in classes show that students are satisfied with instruction, facilities, equipment, and the curriculum. Ninety-five percent of graduates who respond to our survey report that their matriculation to a four-year college has gone smoothly.

Table 20 Analysis of A.A., A.S., and A.A.S. Degree Students

	FY89	FY90	FY91	FY92	FY93	FY94	FY95	FY96	FY97	FY98
Enrollment	1635	1705	1902	1857	1851	1839	1903	1836	1826	1903
Graduates	390	443	376	455	403	403	323	353	364	408

Occupational Programs

The occupational program curriculum is designed to provide course work that leads to employment, job advancement and when appropriate, to transfer to a college or university. To keep the curriculum current, our faculty and deans continue to work closely with advisory committees, state faculty professional groups, and the Illinois Community College Board. This cooperation assures that we are continually improving the curriculum. The five-year program review process, which is one of many assessment measures for curriculum review, is also in place and provides for periodic reexamination of our occupational curricula.

Since the last NCA visit, there have been significant changes to our occupational degrees involving the inclusion of general education course work. The intent of adding course work has been to prepare our students better for the changing world of work. Since 1989, each occupational department has included 15 hours of general education course work in its programs to meet new ICCB guidelines. College guidelines were developed by the faculty in 1988 and modified in 1995 to include at least one communications course as part of general education. There are three current movements that will provide for further occupational degree modifications in general education and degree specific course work; these are development of skills standards, new ICCB occupational degree guidelines, and local assessment information from our NCA plan.

Other assessment measures that affect curriculum development are surveys of graduates, employer surveys, and educational guarantees. On graduate surveys, students report that they are generally satisfied with instruction, curriculum, facilities, services, and equipment. Employers report that our students perform well at their jobs. No students have requested that they be retrained or be provided course work under our "Educational Guarantees" program. These procedures indicate that the faculty and curriculum development processes are working to keep the curriculum relevant.

There are other trends that we monitor to determine their effect on our programs. For instance, enrollment in occupational programs rises and falls depending upon job opportunities. For example, while technical and business occupational enrollments have decreased in recent years, horticulture and agriculture enrollments have increased, creating staffing challenges. Retention of students in occupational programs continues to be a challenge when the degrees are not required for employment. Many of our students secure employment prior to graduating and thus leave the College without a degree. Also, as in the transfer degrees, the addition of mathematics as a general education requirement has had a negative impact on numbers of graduates except for radiology and nursing where mathematics has always been required.

The faculty in our occupational programs are cognizant of the need for continuous modification of our degrees and certificates. They continually assess their offerings and annually plan any appropriate modification of the curriculum to meet our occupational purposes. Our curriculum development processes and our faculty are quite effective in maintaining a relevant curriculum.

General Education Program

General education course work and requirements for the A.A. and A.S. degrees have been modified twice since the last NCA visit. In 1989 and 1990, the College conducted its own review of requirements and developed guidelines and changes in the A.A. and A.S. degree requirements to meet Illinois Community College Board transfer degree guidelines. A second review took place in 1995 to prepare for the implementation of the IAI in summer 1998. When new requirements for the A.A. and A.S. degrees were established, individual courses were evaluated against IAI course descriptions and objectives, courses were identified to be eliminated from the curriculum, and new courses were identified for development to meet IAI general education course work requirements. Not only were individual courses to be included in general education considered, but also specific outcomes were identified as a part of our general education curriculum such as critical literacy skills. One additional component that was included as a part of general education came from a legislative initiative requiring culturally diverse experiences. Kishwaukee now provides students with several diverse cultural experiences as a part of their A.A., A.S., or A.A.S. degree curriculum.

Communication about our general education outcomes is being accomplished primarily in the College catalog and in course syllabi. While the general education course requirements have been listed in the catalog since 1989, the specific general education outcomes developed by the faculty have been listed in the catalog only since 1995. Outcomes for general education knowledge, terminology, thinking, and appreciation are listed in the catalog for our students. These outcome statements guide the development of course syllabi in general education courses.

We measure the added value of general education course work in multiple ways. To measure foundation knowledge, terminology, and thinking, we use the Academic Profile Test to pre-test and post-test first-year students and graduates.

Additionally, we have in-class assessment measures for demonstrating mastery of foundation knowledge, thinking, and development of appreciation. We also have developed a post-graduate survey to measure appreciation of general education outcomes. Beginning in the spring of 1998, we will implement a portfolio requirement for all A.A. and A.S. degree students to measure general education outcomes. This portfolio will give us a third measure of each of the four major outcome areas of general education. Preliminary data from the Academic Profile Test show that our freshman and graduate scores are similar to those of other community colleges that use the test. In-class measures are informative insofar as critical thinking and appreciation are concerned. Our assessment data and transfer statistics confirm the positive effect of our curriculum and instructional approach to general education at Kishwaukee. Further, our students indicate on surveys that our classes are challenging and that the faculty are generally engaging them during the learning process.

Other Curriculum Aspects

Faculty also develop, evaluate, and modify curriculum delivered by the College in Adult Basic Education. Course approvals are processed by the Curriculum Committee and must also meet requirements of Illinois School Board of Education. Faculty in continuing education develop courses based on student needs within the community. Some community education offerings are credit courses and are subject to the approval of the Curriculum Committee. Faculty and professional staff in our College's Business and Industrial Development Center develop custom-made courses for delivery in the community. Most of these courses are noncredit and therefore are not presented to the Curriculum Committee.

Technology is increasingly affecting both the curriculum offerings and skills needed by students. The College currently offers courses for our students through interactive distance learning and the satellite and will eventually offer courses over the Internet. Courses delivered by any of these devices are developed by other accredited colleges and evaluated by our director of admissions, registration, and records. Two other technologies have been incorporated into the general College curriculum. Degree students are introduced to computers in the required writing course; and computers are also used in many other courses within programs. Calculators are introduced in all college-level mathematics courses. Through the required English and mathematics courses all of our degree students are being exposed to these two technologies.

Strengths

1. The faculty is instrumental and active in developing and modifying the College curriculum.

2. The content and instruction in the transfer program is excellent and current.

3. The majority of the occupational programs is excellent and current.

4. The College curriculum achieves the objectives of transfer programs, occupational programs, and general education.

5. Our students are exposed to generic critical literacy skills, computers and other technologies, as well as diversity and global issues.

Challenges

While meeting our mission and extended purposes with guidance from our faculty, the College will:

1. Modify our transfer curricula based on the new IAI agreement.

2. Modify occupational curricula based on changes in industry requirements.

3. Continue to use the data from our assessment measures to modify curricula.

Recommendations

1. The A.A.S. degree needs to be modified to meet new ICCB requirements.

2. The general education curriculum may need to be modified based on data from our A.A. and A.S. graduate portfolios.

3. The Law Enforcement program needs to be revised to meet Illinois Articulation Initiative and local law enforcement needs.

4. The Fire and Safety Technology program needs to be reviewed in light of community needs.

Assessment

Commitment

A primary aim of Kishwaukee College assessment efforts is to make sure that the College is meeting its mission and purposes. To verify that we are doing what we say we are doing, we have in place a College-wide assessment program to measure student outcomes and other institutional effectiveness outcomes. The charge of the Assessment Committee is to assist in the development and implementation of various assessment techniques, procedures and processes, suggest areas for growth and general improvements, and offer support related to student outcomes measures.

The Assessment Committee is a standing committee with broad representation. Initial membership included five faculty, the dean of student services, dean of math/education/science/health, a counselor, a student services support staff member, the vice president, the coordinator for business and industry. The committee is chaired by the associate vice president of career/transfer instruction programs. Since its inception the following additional people have been added: computer systems analyst, an additional faculty member, an institutional researcher, and the dean of business and technology. This committee meets twice a month to consider all aspects of the College's assessment programs. It fosters a commitment to Continual Quality Improvement (CQI) with an emphasis on students and community.

The Assessment Committee began its operation in December 1992, three years before the NCA requirement for student outcome assessment was enacted. In 1993, the committee made a number of significant recommendations to the College president. These recommendations included rewriting the College's mission, philosophy and extended statements of purpose, and broadening the concept of assessment to include all aspects of College operations, while maintaining a primary emphasis on student learning outcomes.

Perhaps the most important and long-range recommendation was to formally adopt a CQI model (see Figure 1) and its philosophy. The College decided to use a modified version of the model developed by James O. Nichols in his book, *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation* (1991). As a result of the newly focused mission and philosophy plus the general acceptance of CQI, a significant paradigm shift occurred facilitating the acceptance of change throughout the College.

Planning for Student Outcomes

Below is a listing of the planning work completed prior to and after submission of the

College NCA assessment plan.

1. In the fall 1991, the College Board approved the development and implementation of an assessment plan in its strategic plan.

2. In the fall 1992, the original Assessment Committee was established.

3. An activities time line for the first three years was developed and shared throughout the campus.

4. In the spring 1993, the Assessment Committee recommended that the College mission statement be revised and that the College adopt the broader concept of institutional effectiveness with the primary emphasis on student outcomes.

5. In May 1993, the Assessment Committee sought input from the College staff and community to rewrite the College mission statement. The Community College Goals Inventory developed by the Educational Testing Service (ETS) was used to obtain this input.

6. In the spring 1993, the initial CQI model was adopted.

7. A flow chart describing the process for development of student outcome statements and measurement criteria was developed for use by faculty and other College units.

8. During 1993-1994 staff development sessions related to assessment were held for administrators, faculty, support staff, and advisory committees.

9. Program objectives were written for all A.A.S. degree programs. For each program three to five of these objectives were targeted to be measured during 1994-95.

10. The faculty who are teaching general education courses decided to measure general education in three areas: a) foundation knowledge, b) contributions to thinking, and c) appreciation of the value to one's life. These measures were chosen instead of individual department measures or broader general education areas such as communications, mathematics, social sciences, sciences, and humanities.

11. Student outcome statements were also written for developmental education and community education. Suggested measurement devices were selected for these outcomes.

12. Student outcome statements were written for student services. A variety of measurement devices was identified for possible consideration.

13. Pilot-tests for the transfer and occupational student satisfaction surveys and the employer survey were conducted.

14. The committee developed an initial student outcomes paradigm currently called Student Outcomes Paradigm for Transfer and Occupational Programs. (See Figure 7)

Figure 7 Student Outcomes Paradigm for Transfer and Occupational Programs

STUDENT GROUP	CATEGORY	TIME OF MEASURE				
		AT ENTRY (first registration)	**CONTINUING** (while attending Kishwaukee College)	**AT EXIT** COURSE/CERT/DEGREE (at or near completion)	**AFTER COMPLETION**	**TY ME**
Students seeking a degree (A.A., A.S., A.A.S., A.F.A., A.E.S.) from Kishwaukee College	*General Education **		Class Activities			
	Foundation	Academic Profile	Class Activities	Academic Profile Portfolio		V A
	Knowledge		Thinking Exam	Academic Profile Portfolio		
	Thinking		(1998)	Portfolio		M
	Appreciation	Academic Profile	Class Activities		Survey	
	*College-level Critical Literacy Skills *** Read/Write/Speak/ Listen/Calculate/Think	Math Placement Nelson Denny Written English Diagnostic Essay	Class Activities	Portfolio		Em M
	Life Skill Competencies Personal/Interpersonal/ Life Management/ Intellectual	X	X	X		V A M
Students planning to complete a certificate or degree that will qualify them to directly enter workforce.	*Career/Occupational Programs*		Varies by Department	Varies by Department	Graduate Survey Employer Survey	M Su
Students planning to transfer to a four-year school.	*Transfer*		Retention Data	Graduate Data	Transfer Data Graduate Survey	Co Su

Students enrolled in ABE, Pre-100 level courses	*Preparatory* (pre-college level skills)	Placement Exams		Post Tests Mastery Test Course Grades	Success in Next Course	V A Co St

* A general education provides individuals with a broad understanding and a sensitivity to the world in which they live.

** Application of skills in this area to perform college-level work.

X Method/instrument to be determined. Rev. 6/98

Subsequent to the submission of the NCA Assessment plan, the following occurred:

1. The faculty developed outcomes, measurement criteria and either selected or devised instruments to measure outcomes for general education and transfer programs.

2. Outcome statements and measurement criteria were developed for support services and administrative services.

3. The faculty, with advisory committee input, has selected (and in some cases designed) measurement instruments for specific occupational program outcomes.

4. The committee developed a new five-year assessment plan (1995-1999).

5. Three handbooks (faculty assessment, student assessment, and institutional effectiveness) were developed to communicate the scope, purpose, and direction of the assessment program.

6. Initial procedures and time lines were developed for administration of the academic profile, graduate survey, employer survey, satisfaction survey, and general education portfolios.

7. A method for informing students about the College assessment program was devised, refined, and implemented.

8. A method of recording and reporting annual assessment progress was developed and implemented.

9. The CQI model was revised to emphasize the College's mission and strategic plan. The College staff identified actual measures to be included in the draft student outcome paradigm.

10. General education faculty developed in-class measures for knowledge, thinking and appreciation. The faculty tested and modified these measures.

11. Occupational faculty developed a variety of program portfolio requirements, skills check-off sheets, a nongraduate survey, and in-class assessment devices to measure program outcomes.

12. The Assessment Committee recommended and strongly supported consideration for development and implementation of a director of institutional research and reports (hired in July 1997).

13. The committee recommended increased institutional support for student testing in FY98.

14. The committee discussed implementation of an assessment orientation program for students which will be planned during FY99.

15. The College reviewed the mission and philosophy and revised the extended purposes as a result of the NCA self-study process.

16. The Assessment Committee and director of institutional research met with several assessment units during FY98 to assist with questions or issues related to student outcomes and criteria.

The Measures

In this section, we will describe the scope of our assessment measurements for occupational programs, transfer programs, general education, and developmental education. The scope of the measurements is exhibited in the Student Outcomes Paradigm for Transfer and Occupational Programs (Figure 7). The specific measurements are evidenced in the charts that accompanied our NCA Plan for Assessment of Student Academic Achievement.

Beginning with its revision, the updated mission statement has steered the College toward a comprehensive plan that is guided by the mission and extended purposes rather than having an add-on system of measurements, one with expectations and procedures modified after the fact.

A description of the measures that are being used, preliminary results and recommendations for each of the four areas can be found in Figure 8.

Occupational Education

Occupational outcomes are generally measured by mastery or success related to employment. Mastery devices used by occupational faculty include course-embedded competencies, skills competencies, capstone experiences for programs, final projects for courses, portfolios, internship/apprenticeship/clinical ratings, and licensure/certification examination results. Employment success is measured by employer surveys, graduate surveys, and personal telephone calls to students and employers.

Figure 8

ASSESSMENT MEASURES

Occupational Education

Description	Results	Recommendations
Mastery Lists/Skills Standards A mastery list is an itemized listing of all skills necessary to meet course or program outcomes. Some mastery lists are being developed using the Illinois Skills Standards listings. Mastery check-off lists are used in Automotive Technology, Collision Repair, Child Care, Drafting, Electronics, Diesel Power, Nursing, Radiology, and Welding. Skills standards are being incorporated into appropriate courses as they become available.	Check-off lists help instructors and students track their progress in various courses and programs. They are used to determine whether students in Nursing and Radiology can continue in the programs. In the other departments, students are expected to demonstrate either mastery in a particular course or repeat the course. All departments using skill check-off lists report that they are effective in motivating and measuring students' progress.	All departments annually complete review skills check-off lists to maintain relevance. Drafting and Diesel Power faculty indicated a need to incorporate significant newly-identified skills.
Portfolios A portfolio is a collection of work from a class/course/program used to assess growth, mastery, competency, or a combination. Agriculture, Business/ Marketing, Electronics, Horticulture, Office Systems, and Diesel Power Technology Departments require course portfolios. Drafting, Marketing, and Nursing require program portfolios. These portfolio experiences are developed to assist students in obtaining employment and discover career options and career requirements. The Automotive, Collision Repair, and Radiology	Agriculture, Drafting, Electronics, and Nursing Departments report that students and employers comment positively on the portfolio as an employment tool. The Agriculture Department has developed a student evaluation	All departments using portfolios are satisfied that they are useful for students and an excellent assessment measure. The portfolios will be introduced earlier in the program in marketing. Drafting will work on promoting the portfolio through career fairs and campus job

Departments are currently developing criteria for portfolios. The Child Care program is considering portfolio use.	form for portfolios and uses the advisory committee to evaluate the portfolio presentations. The Business Department reports that the course portfolio is a good device to explore careers in business.	interview opportunities.
Capstone Experiences A capstone experience is a course or course activity that measures a student's ability to synthesize and apply course/program content. Capstone experiences within existing courses have been developed in the Agriculture, Automotive, Business, Computer Information Systems, Horticulture, Marketing, Office Systems, and Diesel Power Technology Departments. These experiences serve as a vehicle to apply course material from various aspects of the program to simulated real-life situations.	Marketing students present a final project to the advisory committee; these presentations have been excellent. The Agriculture Department developed a business plan evaluation to guide student work, and the Agriculture Advisory Committee members help to evaluate the students' business plans. Students from each of these programs exhibit a sense of accomplishment and confidence that they have mastered the course material and can now apply it to real-life situations. Even those students who do not do as well see what other	Continue to develop and update existing capstone experiences in occupational programs.

	students can accomplish and learn from the experience.	
Clinical/Internship Ratings Actual work experiences are a required part of the Agriculture, Automotive, Child Care, Collision Repair, Horticulture, Nursing, Diesel Power, and Radiology programs. Work experiences are electives in Business, Drafting, Electronics, Marketing, Manufacturing, Office Systems, and Quality Control.	All departments using clinical experiences and internships report that students are satisfied with the experiences and acquire the ability to perform in real work settings. The Agriculture Department reports a need to develop internships in biotechnology. Nursing, Drafting, and Manufacturing Departments report challenges in finding internship sites. The Radiology Department reports that it has significantly improved its internships by using affiliate sites.	Continue working toward "required" clinical experiences and internships in all degree programs and provide orientation on the internships.
Licensure Exams Associate Degree Nursing (ADN) and Licensed Practical Nursing (LPN) graduates are required to take state board examinations. Basic Nurse Assistant (BNA) graduates must also pass a state examination in order to practice. Radiology graduates must take a national qualifying examination before practicing. Students in Automotive Technology, Collision Repair, Drafting and Quality Control programs can take qualifying tests in their areas following graduation.	One hundred percent of the ADN and LPN nursing graduates from 1996 passed their National Council Licensure Examination NCLEX® and state board examinations on the first attempt. BNA students	Automotive and diesel power faculty will collect pass rates on air conditioning certification from students. Quality control faculty will encourage students to take the American Society for Quality (ASQ) test and evaluate

	continue to pass the state certification tests on a regular basis. (FY95--100% FY96--98%, FY97--100%) Radiology graduates achieved 100% pass rate in FY97.	results as a part of curriculum planning. Nursing will continue to stress the importance of NCLEX® review courses and the Mosby Assessment Test, both of which measure knowledge in all areas of nursing.
GPA of 2.0 to Graduate Students graduating from our occupational degrees must earn a 2.0 grade point average in order to graduate.	Over the last ten years, only five to six students have not been able to obtain a 2.0 GPA and have had to repeat courses or take additional courses to raise their grade point averages.	Continue this policy as it identifies properly qualified graduates.
Student Satisfaction Surveys The Student Satisfaction Survey is administered in each program as the department undertakes its five-year program review. These surveys are designed to measure student satisfaction with curriculum, instruction, facilities, equipment, and services.	Students indicate general satisfaction with all areas of the College. Students in occupational areas indicate more satisfaction with their major fields of study than general education. Occupational students are more satisfied with general education courses in communications, social science, science and humanities than with mathematics. Students in several programs offered suggestions for	Continue to upgrade laboratory equipment and software in a timely fashion considering student input as one source of information. Review mathematics requirements for all occupational degree programs.

	replacement or additions of equipment or software.	
Graduate Surveys The ICCB Graduate Survey is administered yearly to all occupational degree and certificate graduates. From surveys we collect data about current student status, employment, program satisfaction, general education satisfaction, and service satisfaction. Office systems developed an additional graduate follow-up survey and administered it in FY97.	The data collected from graduate surveys are considered on an annual basis as well as during the program review process. Changes in programs and services are suggested by our graduate survey results. One identified concern needing further investigation is that occupational students do not often use many of the services at the College, (i.e., Library and tutoring.) Additionally, there is poor response to some occupational graduate surveys even after three mailings. Office Systems faculty increased their graduate survey results by making personal phone calls to the students. Results from both transfer and occupational graduate surveys indicate that our students are generally satisfied with their programs, curriculum,	Develop a method of obtaining a greater return of graduate surveys. Investigate whether there are obstacles that prevent occupational students from using the Library and tutoring. Investigate why so few students use career planning services.

	instruction, and services.	
Employer Surveys The College conducts employer surveys of graduates of each program at five-year intervals as a part of the program review process. Employer surveys are customized for each program to measure whether graduates have met the program objectives, have acquired general occupational skills and knowledge, and have employment skills adequate for entry-level positions.	While employer survey information is generally positive and helpful, the return rate of employer surveys needs to be increased. The Assessment Committee implemented a new procedure and instrument beginning in FY98 to increase participation in the employer survey assessment process.	Implement the newly-defined process for employer survey administration.
Advanced Certification Advanced certification is available in the Automotive Technology, Collision Repair, Radiology, and Welding Departments.	Advanced certification test scores are sent directly to the students. The College receives limited information about advanced certification from graduate surveys.	The automotive faculty have been asked to develop a survey to obtain advanced certification information from graduates.
Nonreturning-student Survey This is an ICCB survey of students who do not graduate from programs. It is administered by Student Services to determine the reason(s) that prevent the student from returning. It also asks if the student intends to return at a later date. The entire Agriculture/Horticulture/Automotive Division administered a nonreturning-student survey during FY97.	A limited number of returns indicates that students are leaving our programs for reasons other than the quality of program, instruction, and curriculum. Faculty are interested in determining whether students found employment in fields related to	Add a question to the existing survey asking for student employment status and its relationship to the student's program of study.

	their studies.	
Employment Numbers We will collect employment data from graduate surveys and from department records during the program review process.	We find that within one year of graduation, most of our occupational graduates are employed in fields related to their degrees or certificates, as evidenced by surveys and department records in Collision Repair, Electronics, Horticulture, Nursing, Office Systems, and Radiology. Also, Nursing reports that it can get more accurate employment information from personal telephone calls to the graduates than from the surveys of graduates.	Continue to improve methods of tracking students up to five years following graduation.
Exit Interview The exit interview is a personal interview used to obtain information that is not easily obtained by a mailed survey or class administered written survey. Questions concerning affective measures related to the program and individual suggestions for improvement are often more meaningful when obtained in an exit interview. The Marketing program staff conducts a personal exit interview with each graduate. The Nursing program staff conducts telephone exit interviews with all noncompleters. The Drafting program staff has designed a written exit interview used to determine whether	The Marketing and Nursing Departments report that student observations are helpful in evaluating the curriculum.	Continue using the exit interview process in Marketing and Nursing Departments.

students are satisfied that they have met program criteria. The Radiology program staff is determining the content and procedures for a personal exit interview with each of its graduates.		

Transfer Education

Transfer outcomes are being measured by examining College retention data in transfer programs, graduate surveys, Illinois student transfer matriculation, and Illinois student transfer GPA records.

Figure 8 (continued)
ASSESSMENT MEASURES

Transfer Education

Description	Results	Recommendations
Graduate Survey Results The ICCB requires that occupational graduates be surveyed using a particular format. At Kishwaukee College, we have opted to supplement this state requirement by surveying A.A. and A.S. graduates annually using a similar instrument.	We have a 40-50% return rate on this instrument. Results indicate that graduates are satisfied with curriculum, instruction, facilities, equipment, and services. Of those responding to the items, almost 50% of transfer graduates do not use career planning services, and about 30% were dissatisfied with information they received on employment opportunities and trends. Almost 56% did not use student activities. Approximately 75% did not use tutoring services available to them, though graduates who did use tutors were very satisfied with the services they received.	We need to investigate the utilization of, and satisfaction with, student advisement and career planning. We should also study the use of student activities and tutoring in order to make them more attractive to transfer students.
Transfer Rates to In-State Institutions The College receives data from the state of Illinois shared database which includes transfer data for public universities,	Twenty-three percent of students graduate within four years of their initial transfer registration. This compares favorably with the national rate of 24%.	Continue to monitor Kishwaukee's transfer rate. We also need to support the Illinois Board of Higher Education and Illinois Community College Board efforts to bring all private colleges and universities in Illinois into the state database to track our students better.

community colleges, and some private colleges.		
Transfer GPA to In-State Institutions The College receives GPA information on transfer students from the public universities on a yearly basis.	In most cases the GPAs for our graduates who transfer meet or exceed the four-year college/university native students.	We will continue to monitor transfer GPAs.
Retention Rates in A.A., A.S. Degrees The College has a database program called FOLLOWUP that allows the tracking of individual students as well as groups of students.	This tracking program has been used on a limited basis (through FY97) with program review. The data are useful because they allow us to study patterns of retention and marketing efforts.	Increase efforts to analyze and use the information about student retention patterns in all programs.

General Education

General education outcomes are being measured by either value-added measures or by mastery. Value-added measures include the Academic Profile and the graduate portfolios. Mastery measures include course-embedded assessment devices and program portfolios to measure three primary criteria: foundation knowledge, thinking, and appreciation.

Figure 8 (continued)
ASSESSMENT MEASURES
General Education

Description	Results	Recommendations
Academic Profile The Academic Profile Test provides criteria-referenced proficiency levels for reading, writing, thinking, and mathematics. This examination was pilot-tested on incoming A.A. and A.S. degree students and graduates. Since fall	We were able to identify significant improvement in writing, reading, and thinking from the pilot-test. No significant improvement was found in mathematics.	Collect data on our two test groups through spring 1999 to determine longitudinal results. Investigate why there is not a significant improvement in mathematics, if this result continues.

1996, all first-time incoming A.A. and A.S. degree students have been given the test. Beginning in spring 1998 all A.A. and A.S. degree students will be required to complete the Academic Profile as part of their graduation requirements.		
Portfolio See "occupational portfolio", p. 123, for a definition of portfolio. Beginning in the spring of 1998, each graduating student in the A.A. and A.S. degree programs will be required to submit a portfolio containing six exhibits to meet graduation requirements. This collection of material should demonstrate value-added and mastery of general education course work.	The results are unknown at this time.	Evaluate the results of the portfolio review and make any modifications as needed.
Embedded Knowledge Embedding assessment measures within a course or curriculum using devices such as examinations and papers is the most efficient way of collecting information about general education outcomes. A small collection of embedded-knowledge questions was developed by the Foundation Knowledge Subcommittee in fall 1996. Several of these questions were selected and administered to a sample of classes in spring 1997, by means of placement on regular	The pilot-test showed that embedded questions used to measure foundation knowledge can be included on regular examinations. With little inconvenience to the instructor, these questions can be scored and the results submitted to the Foundation Knowledge Subcommittee for further processing and for dissemination. Generally, students seem to possess the foundation knowledge that was examined.	Following the submission of the pilot-test results, it was difficult to go back and match the specific question to the objective that the question was designed to measure. The questions must be clearly keyed to specific objectives, and faculty input is needed so that more questions can be constructed and therefore, more objectives can be measured. We have determined that it is difficult to make

examinations. The results were then forwarded to the chairperson of the subcommittee.		valid conclusions when only one embedded question per objective is used. Faculty are being encouraged to ask the same questions over several semesters to develop useful baseline longitudinal data.
Embedded Thinking General education faculty have been asked to embed thinking questions in regularly scheduled activities or exams in their classes. Embedded measures provide a good measurement as they are part of the course requirements and thus, motivation of the student is ordinarily not a concern. Three objectives to measure thinking have been selected along with templates and sample questions. These devices were pilot-tested in the spring and summer of 1997. These objectives serve to demonstrate the ability of students to apply logic during analysis and interpretation.	In our pilot-test, we were disappointed in the quality of student responses.	Have faculty ask questions which require higher levels of reasoning on examinations or other classroom assessments. Develop assessment measures that more accurately evaluate student responses.
Embedded Appreciation General education faculty have been requested to embed appreciation measures into planned activities or exams. Students complete these assessment measures as a normal part of the course requirements thereby providing good information without creating additional assessment barriers for	The subcommittee identified questions which produced relevant appreciation information. The questions are ready to be used by the faculty at large. Each semester, either the general questions or one of the specific questions will be distributed. Tallying appreciation answers is difficult. To make this process manageable, the	Set up a regular rotation for use of appreciation questions and report the results to faculty and others. Also, draft an information sheet of course-embedded questions for faculty use during FY99.

the students. Two types of questions have been pilot-tested--questions of a general nature and questions specific to the appreciation objectives.	subcommittee suggests that the mode response be identified for each class. Reviewing the modes of all classes should provide an overview of how much the students appreciate their experiences in general education courses.	
Appreciation Survey In spring 1997, a one-page survey was sent to all students who had graduated three years earlier. The first question was about technology, the second was about communication, and the third was an open-ended question about an experience that added value to the students' lives.	Surveys indicated that many students are more likely to use technology and a variety of forms of communication as a result of their education at Kishwaukee College. Many responses to the open-ended question referred to the excellent instructors and the encouragement that they provided.	Continue to use the survey with the following recommendations: 1) add questions to those about technology and communication in order to assess other objectives; 2) retain the open-ended question. Share the results with faculty and others.
Student Satisfaction Surveys for Transfer Students The Student Satisfaction Survey is administered in each program as the department undertakes its five-year program review. These surveys are designed to measure student satisfaction with curriculum, instruction, facilities, equipment, and services.	Students are generally satisfied with instruction, curriculum, facilities, and equipment in mathematics, communications, social science, science, and humanities. Of the five general education areas, students are least satisfied with mathematics.	Continue to monitor transfer student satisfaction using the satisfaction survey.

Developmental Education

Developmental education is generally measured by value-added measures or follow-up studies. Pre-testing and post-testing to meet requisites for entry into post-secondary courses is routine. Tracking students as they enroll in post-secondary courses also provides another measure of student achievement.

Figure 8 (continued)
ASSESSMENT MEASURES

Developmental Education

Description	Results	Recommendations
Pre-tests and Post-tests in Developmental Courses The English faculty use results from placement tests and an exit essay to assess skill level mastery. Reading faculty use the Nelson-Denny scores to assess student progress. While we use placement tests for entering mathematics courses, we have developed no post-test measures.	The exit essay in English is a good measure of skill attainment needed for a college-level course.	Continue to use the exit essay in English and devise skill mastery devices for use in developmental Mathematics courses.
Educational Tracking of Students Completing Adult Secondary Education, Developmental English, and Mathematics Classes There are two methods of tracking students. We can use a combination of two data processing programs--FOLLOWUP and GRADERUN or we can use a program that allows us to look at the scheduling and withdrawal patterns of specific cohort groups of students.	Follow-up data using a cohort group from fall 1993 through spring 1994 shows that 74 GED graduates entered college-level or developmental classes. Results from Mathematics and English tests will be available for study during spring 1998.	Continue to track GED graduates through certificates and programs at the College. Analyze actual College transcripts to determine student patterns of progress and retention. Continue to track developmental students in English and Mathematics to determine the need for curriculum modifications or support services.

<table>
<tr>
<td>Completion of General Education Development (GED) The dean of ABE and special programs tracks graduation rates for students entering and completing the program; these rates are collected each spring.</td>
<td>
<table>
<tr><th colspan="4">GED Graduation Numbers</th></tr>
<tr><td></td><td>FY95</td><td>FY96</td><td>FY97</td></tr>
<tr><td>GED Students</td><td>401</td><td>369</td><td>358</td></tr>
<tr><td>GED Graduates</td><td>152</td><td>151</td><td>127</td></tr>
<tr><td>Spanish GED Graduates</td><td>3</td><td>6</td><td>10</td></tr>
</table>
</td>
<td>Increase graduation rates, particularly in Spanish GED.</td>
</tr>
<tr>
<td>Pass Rates with a Grade of "C" or Better in Developmental English and Mathematics From the end of the semester grade report, information is collected to show the pass rates each semester in developmental English and Mathematics.</td>
<td>**See table below .</td>
<td>Continue to monitor the success rates of developmental students. Determine why the Mathematics pass rates are so low.</td>
</tr>
<tr>
<td colspan="3">
<table>
<tr><th colspan="7">Pass Rates with "C" or Better</th></tr>
<tr><th></th><th>FA95</th><th>FA96</th><th>FA97</th><th>SP95</th><th>SP96</th><th>SP97</th></tr>
<tr><td>ENG 095</td><td>35.9%</td><td>64.7%</td><td>65.2%</td><td>61.9%</td><td>61.8%</td><td>52.6%</td></tr>
<tr><td>ENG 096</td><td>60.9%</td><td>52.7%</td><td>68.6%</td><td>91.0%</td><td>63.7%</td><td>100.0%</td></tr>
<tr><td>ENG 097</td><td>60.6%</td><td>66.7%</td><td>73.2%</td><td>46.0%</td><td>54.8%</td><td>67.3%</td></tr>
<tr><td>ENG 098</td><td>61.2%</td><td>69.1%</td><td>58.5%</td><td>50.8%</td><td>61.7%</td><td>59.9%</td></tr>
<tr><td>MAT 095</td><td>50.0%</td><td>68.4%</td><td>60.0%</td><td>17.2%</td><td>43.9%</td><td>62.5%</td></tr>
<tr><td>MAT 096</td><td>33.6%</td><td>35.4%</td><td>43.1%</td><td>29.0%</td><td>32.0%</td><td>36.1%</td></tr>
<tr><td>MAT 098</td><td>32.4%</td><td>33.9%</td><td>49.7%</td><td>44.0%</td><td>34.0%</td><td>48.0%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Mastery Tests in Mathematics Classes or Analysis of Final Skills</td>
<td>Needs to be developed.</td>
<td>Needs to be developed.</td>
</tr>
</table>

Strengths

1. The assessment plan is being implemented and is firmly rooted in the mission statement.

2. Outcomes and criteria have been defined for all units of the College.

3. Pilot assessments have been administered in general education, occupational education, and transfer programs.

4. An institutional researcher has been hired.

5. Multiple measures have been developed for all areas of the College.

6. All professional staff are involved in the assessment program.

7. Changes are being made as a result of the data being collected.

Challenges

1. The College needs to better document changes as a result of the assessment process.

2. There is a need to improve feedback mechanisms for faster adjustments.

3. If we are to be a "learning college," we need everyone to be interested and involved in assessment.

4. We need to coordinate information and data dissemination in one office.

Recommendations

1. Determine the effectiveness of the assessment program during FY98.

2. Centralize or coordinate data collection and dissemination.

3. Share assessment results with internal and external audiences.

4. Expand the use of benchmarking and baseline data particularly as it relates to student outcomes.

5. Continue to define the role of director of institutional research as it relates to the assessment plan.

Services Available to Students

Kishwaukee College is committed to providing services to students to help them in achieving their educational, personal, and career goals. Some of the services include the following: Admissions, Registration, and Records, Counseling and Student Development, Transfer Center, Financial Aid and Veterans Affairs, the Learning

Resources Center, the Learning Skills Center, Kishwaukee College Early Childhood Center, TriCounty Community Health Center, the Wellness Center, Employment Resources Center, the Illinois Employment and Training Center, and the Family Resource Center.

Admissions, Registration, and Records

The Admissions, Registration, and Records Office staff admits students to the College, enrolls students in credit and noncredit courses, maintains the academic records for every student enrolled at the College, and evaluates all high school and college transcripts for admission, prerequisite course completion, advising, and graduation purposes. The Admissions, Registration, and Records Office staff verifies and determines the residency status of students enrolled at Kishwaukee College.

All college and university transcripts are evaluated and the course information is entered into the student database record system. The assignment of direct Kishwaukee course equivalencies or general education indicators allows the transfer information to be "read" by the degree audit program.

In FY97, we received 2,691 transfer school transcripts for enrolled or prospective Kishwaukee students. The courses were evaluated and entered into the database. In the same period, we received 493 high school transcripts. The high school transcripts were evaluated and graduation dates, terms of enrollment, class ranks, and grade point averages were entered into the database. The transcript evaluation process was completed within 24 to 48 hours of receipt of the transcripts. This rapid evaluation of transcripts is an essential service of academic advisement of students in the "open door" admissions environment.

An academic transcript should be easy to read and interpret. Kishwaukee College follows the guidelines for transcripts as recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Because an academic record should reflect the total academic experience at an institution, Kishwaukee College transcripts list all courses attempted by the student at the institution. Credit awarded through nontraditional classroom credit is included on the transcript with the appropriate symbol indicating the method by which the credit was awarded. Grades for all attempted courses, including failures, incompletes, withdrawals, and courses in progress are included on the transcript. An official transcript can be generated only within the Admissions, Registration, and Records office from one designated printer. It is printed on transcript paper which contains the key code to the transcript. All credit and noncredit courses are included on the transcript. A student does have the option of requesting that the official transcript exclude noncredit courses such as sport camps or community education classes.

The Family Educational Rights and Privacy Act (FERPA) of 1974 ensures each student certain rights to confidentiality of the student's academic record maintained by the College. Kishwaukee College follows the guidelines and criteria in compliance with FERPA. Academic transcripts and academic information are provided to third parties only with the student's written request. Requests are processed and the official transcripts are mailed within 24 hours of receipt of the request. Personally requested official transcripts are issued immediately to the student. In FY97, the College prepared 1,076 hand-carried transcripts while students waited and sent 3,122 official transcripts by mail.

A student may register for courses in a variety of ways--in-person, by mail, or by facsimile. For career/transfer courses, telephone registration is available for three days in the week preceding each semester. Registration for classes is not restricted to several weeks prior to the beginning of a semester; rather, it is open and continuous. Registration for classes begins in the middle of the preceding semester and continues until the end of the first week of the new semester. For FY97, the College processed 75,751 computerized registration transactions, including initial registrations, adds, drops, and withdrawals.

The Admissions, Registration, and Records Office, because of its hours of operation, also serves as an "information center" for programs, classes, requirements, and referrals to appropriate offices or personnel of the College.

Counseling and Student Development

Four professional counselors in the Counseling and Student Development Office are committed to the mission of Kishwaukee College which includes the holistic development of the individual, promoting dignity and respect for all individuals, and helping students develop community and global awareness. The counselors are instrumental in helping students to explore and clarify career and educational goals, develop academic plans, effect a transition to further education, and resolve personal issues. In the Counseling and Student Development Outcome Inventory pilot conducted in the spring of 1995, the counselors stated that they hope to affect students holistically. They strive to help students in the areas of interpersonal and personal effectiveness, in developing life skills, and in the ability to realistically assess their interest and abilities. The results of the survey indicate that students feel they have improved in the areas of interpersonal effectiveness, intellectual development, personal effectiveness, and life management skills while at Kishwaukee and attribute some of these changes to Kishwaukee. However, after two administrations of the Student Outcome Inventory, we have decided to replace it with a standardized instrument to allow for more statistically valid conclusions.

Services Provided

The services provided by the counseling staff include the following:

- Assessment, testing, and interpretation of English, reading, mathematics, personal inventory, career interest, or personality tests.

- Pre-enrollment counseling to determine the appropriateness of course selection in meeting academic requirements and explanations of prerequisites.

- Vocational interest testing to assist in the selection of a program that will meet the student's career goals.

- Transfer planning for students who are continuing their education at other institutions.

- Career exploration by providing career information through individual counseling, workshops, or credit courses.

- Personal counseling to help students recognize and resolve personal issues. Counselors help students become aware of agencies, services, and personnel beyond the College.

According to the 1997 Graduate Transfer Survey, 82% of the students were very satisfied or somewhat satisfied with academic advisement received. Also, 74% of the students were very satisfied or somewhat satisfied with the personal counseling they received.

The professional staff from counseling and student development also offer credit and noncredit courses to assist students become more successful in their personal and academic lives. Noncredit personal success courses and workshops focus on acquiring jobs, enhancing self-esteem, and developing healthy relationships. Credit courses which meet the student success requirement for the A.A. or A.S. degrees include career planning and orientation.

Each of the four counselors, in addition to providing the services listed above, is responsible for the coordination of specific programs or services. New student orientation is one responsibility of a particular counselor. Participation in the summer orientation program is not required for admission or for first-time registration, but all traditional-aged students (ages 17 to 21) who have never attended college and their parents are invited to attend. There is no charge for the half-day orientation program. Students and parents are given an overview of Kishwaukee College, its programs and services, and a tour of the campus. Students are also given the opportunity to meet individually with a counselor to discuss educational goals and to register for classes. In the past three years, 342 students and almost the same number of parents participated in orientation. Approximately 93 % of the students responding to the evaluation questionnaire reported that the event was helpful or very helpful to them. Comments from the students completing the 1997 questionnaires indicated that the "day was helpful," "it answered a lot of my questions," and "made me less nervous about college."

One of the responsibilities of the counselor/coordinator of special needs students is to provide services for students with special needs by integrating them into the mainstream of the College. Special needs may involve disabilities of various kinds such as visual, hearing, speech, orthopedic, emotional, mental, or other types of health or learning impairments. Specific learning disabilities are also included. Students who are economically or academically disadvantaged, or who have limited English proficiency are also considered to be students with special needs. The counselor/coordinator of special needs students works with students, the students' families, outside agencies, the students' instructors, and other campus offices to arrange and provide services to accommodate their needs. Support services may include, but are not limited to counseling, orientation to campus, assistance with registration, interpreting services, note taking services, reading services, alternative testing arrangements, alternative course assignments, coordination with governmental agencies, or acquiring equipment such as large-screen computer monitors.

Coordinating and budgeting for student activities, organizations, and the Student Association are included among the responsibilities of another counselor. This counselor oversees the food service operations as well as the overall planning and coordination of the College's annual graduation ceremony.

The fourth counselor position has as two duties--coordination of testing and overseeing the Adult Center. Student assessment includes placement testing in English, reading, and mathematics. These tests determine students' skill levels and the most appropriate courses to take. The counselor is responsible for administration and interpretation of the Myers-Briggs Type Indicator and the Campbell Interest and Skill Survey to be used for personal and career counseling. To help adult students with the transition of returning to school, the Adult Center, located in B-wing, provides students with a place to meet others with similar backgrounds and interests.

Although the four counselors are responsible for a variety of duties, most of their workload is devoted to counseling and academic advising. Students wishing to meet with a counselor are given 30-minute appointments for academic advising or one-hour appointments for personal counseling or for discussion and interpretation of interest level tests. Students are expected to schedule counselor appointments; however, there are opportunities for students to meet with counselors without appointments. Each day, one counselor is designated as "Counselor of the Day;" no appointments (other than "walk-ins") are scheduled for the Counselor of the Day. Students may meet with the Counselor of the Day on a walk-in, first-come, first-served basis.

From summer 1996 through spring 1997 the four counselors in the Counseling and Student Development Office had a total of 3,558 scheduled appointments. The scheduled appointments were for the following purposes:

- 1,927 (54%) continuing students for academic advising;
- 428 (12%) transfer students for academic advising;
- 736 (20%) new students for academic advising;
- 316 (9%) students for personal counseling;
- 28 (.7%) students for career counseling;
- 98 (3%) students for interest testing interpretation; and
- 25 (.7%) special needs students.

This total does not include students advised during the new student orientation program, or those counseled or advised by the Counselor of the Day. In summer 1996, fall 1996, and spring 1997, four counselors met with 2,437 walk-in students in the Counseling and

Student Development Office.

Faculty and/or division deans also provide academic advising, career planning, and information on current employment trends for students in the occupational or vocational areas and in some baccalaureate areas. There appears to be a need for an additional counselor who might be assigned primarily to the advisement of career/occupational students.

Transfer Center

The Transfer Center was created in 1996 as a result of a grant through the Higher Education Cooperation Act (HECA). It is a collaborative effort between Kishwaukee College and Northern Illinois University. The center's major goals are to assist baccalaureate-oriented students to transfer successfully to four-year institutions and, in particular, to increase the academic and transfer success of minority students. The center, with its advisory committee, strives to achieve these goals by focusing on three major objectives. These objectives are:

1. To increase the awareness and use of the Transfer Center and its functions throughout the College and the community.

2. To increase the number of minority students retained in transfer degree programs.

3. To increase the number of minority students who successfully transfer to senior institutions.

Although the grant dictates that the focus of the Transfer Center should be on the minority student, the center offers assistance to any student who intends to transfer to a four-year institution. It offers up-to-date information about universities and colleges, conducts workshops to help students identify and apply to institutions, provides financial aid information, assists in completing application/financial aid/housing forms, and provides follow-up support services after a student transfers.

The Kishwaukee Transfer Center extends its services to persons throughout the College district. The center is expected to serve approximately 600 minority students who are primarily African-American or Hispanic/Latino/Latina. Some females in nontraditional transfer programs and transfer students with disabilities will also be served as under-represented group members.

The resource room in the Transfer Center is open to all students and has over two hundred college catalogs, articulation sheets from four-year institutions, brochures, transfer guides, and admission applications.

Students also have access to a CD-ROM disk entitled *College View* which contains admission, program, and scholarship information for all two-year and four-year institutions in the United States. Students may also avail themselves of the occupational and career decision-making information contained on the GIS, HORIZONS, or DISCOVER computer systems.

The Transfer Center also:

- Sponsors excursions to Illinois universities to provide students with opportunities to visit potential transfer schools.

- Arranges individual visits of admission counselors from four-year institutions to the campus.

- Has established a mentoring program for minority students which pairs students with students or students with faculty/staff.

- Identifies and contacts students who have a history of absenteeism or chronic tardiness.

In the fall 1996 and spring 1997, 613 students, of which 260 were minority students, used the services of the Transfer Center. Seventy-five students responded to a user survey of the Transfer Center. All students were satisfied with the staff and the services provided by the Transfer Center. The most frequent responses were "Transfer Center staff is very helpful and doing a great job." "They are patient and thorough and very knowledgeable," and "The Transfer Center is an incredible asset to Kishwaukee College."

Financial Aid and Veterans Affairs

The goal of financial aid programs is to help remove economic barriers to education for residents of the district. Although the cost of attending Kishwaukee College is lower than that of most contiguous community college districts, college expenses can be a burden for students. Financial assistance is available from federal, state, or local sources and consists of scholarships, grants, loans, or on-campus employment. Kishwaukee College promotes all types of financial assistance opportunities so that students can meet their educational goals.

The Financial Aid and Veterans Affairs Office provides financial aid counseling and information to all students. The staff collects and processes financial applications for over 1500 students each year. The office uses multiple software programs and systems to process applications. These include the Pell Grant payment system, National Student Loan Data system, Illinois Stafford Loan application system, financial aid application system, award notification system, and document tracking.

The number of eligible financial aid recipients has increased from 1,247 for FY90 to 1,515 for FY96, with the disbursed funds almost doubling from $1,335,065 (FY90) to $2,502,239 (FY96).

As stated in the 1997 occupational and transfer graduate surveys, students often experience some frustration when applying for financial aid, especially those who apply late or who do not complete the application correctly. Although some students expressed thoughts that the financial aid process was too slow and that they did not know how much aid they would be receiving, 62% were very satisfied with the services offered by the Financial Aid Office, 22% were somewhat satisfied, while 11% were somewhat dissatisfied.

Learning Resources Center

The Learning Resources Center has three Components--the Library, Media Services, and the Gallery. The mission of the Library and Media Services is to provide the College community with print and nonprint materials to meet their informational and instructional needs. The purpose of the gallery is to provide opportunities for extracurricular educational experiences through art exhibits.

The Learning Resources Center (LRC) is open 69.5 hours per week including Saturdays, and serves an average of 3,200 clients per week. These numbers rank Kishwaukee College 98th of 153 Illinois academic libraries in public service hours and 51st in gate count according to the *Illinois State Library Special Report Series: 1996 Illinois Academic Library Statistics*. In 1996, the LRC used the *American Library Association's (ALA) Standards for Community, Junior and Technical Colleges* to conduct a self-study in order to complete its Learning Resources Center Service Review.

ALA's user services standard states, "The learning resources program should provide a variety of services that support and expand the instructional capabilities of the institution." The Kishwaukee College LRC provides almost all of the activities listed. (See Appendix P) Of the national recommended services not provided by the LRC, the activities are provided by other departments on campus such as the literacy programs, testing, and tutoring.

According to the results of a survey of 266 LRC patrons, the LRC has a staff that is people-oriented and the facility is pleasant and user friendly. Eighty-four percent of the users were Kishwaukee College students while 7.6 percent were faculty and staff. The average ranking for ease of use, on a one-to-five scale (with five as the highest), was 4.64 and a 4.56 for user satisfaction. Comments from the surveys include, "At first I needed no help--when I did need help I didn't even have to ask, a librarian was more or less waiting in the wings to help me." "Librarians were helpful; many sources of information." "I study a lot in here and can't help but notice how helpful the staff is to students who need help."

Learning Skills Center

The Learning Skills Center provides individual assistance for students who wish to increase their proficiency in the fundamentals of English composition, reading, study skills, vocabulary, or mathematics. Tutorial aid in mathematics, chemistry, Spanish, French, accounting, physics, anatomy and physiology, and computer information systems is available for students. A microcomputer laboratory and language laboratory are also available for students. The staff of the Learning Skills Center also administers English, reading, and mathematics placement tests as well as classroom-related make-up tests.

Placement tests are usually given in full batteries, taking approximately two hours to complete. In the spring 1996, fall 1996, and spring 1997 semesters, 1,016 students requested placement testing. During this time, 1,871 make-up tests were administered. The staff reports that they are able to provide testing services to the students and faculty efficiently and conveniently, and they have received little negative feedback about the testing times.

The Learning Skills Center employs 10-14 students as tutors each semester. Tutoring is offered free of charge to any Kishwaukee College student on a walk-in basis. According to the Student Use of the Learning Skills Center Report, 2,222 hours were devoted to tutoring during spring and fall 1996. Students welcome and appreciate the services of the tutors, according to the LSC student survey for spring 1996, and have indicated that the tutors do an excellent job.

The Learning Skills Center has twenty personal computers available for student use. The PCs have software to assist students with not only word processing for writing assignments, but also with support and assistance to students enrolled in classes in economics, mathematics, computer information systems, and business. The computer laboratory was used by 3,769 students in fall 1995, spring 1996, and fall 1996. The staff is available to assist students using this laboratory.

In those three semesters, there were 20,412 student visits to the Learning Skills Center. Student comments include, "I think the LSC has been very beneficial to my studies," "I believe it is one of the most important departments to the success of college students," and "Thank goodness the LSC exists." The Learning Skills Center helps students in achieve their academic goals.

Kishwaukee College Early Childhood Center

On-campus child care is available to students, staff, faculty and community members. Services are offered for children ages two to six, Monday through Friday during the fall, spring, and summer terms. The center offers a wide variety of activities that encourage growth in all areas of a child's development. The center is located in its own building which is divided into two large classrooms, one for children ages two and three, and the other for older children.

The results of a parent survey conducted in spring 1995 indicate all parents are comfortable having their children attend the center, and all feel they have satisfactory communication with their children's teachers and with the director. Parents highly praised the teachers and their interaction with the children. All parents reported that they felt their children enjoy the time at the center and that their children speak positively about their experiences.

TriCounty Community Health Center

The TriCounty Community Health Center, located in the Grant Building on the Kishwaukee College campus, provides affordable primary health care to low income, uninsured, underinsured, and Medicaid families of DeKalb, Ogle, and Lee counties including Kishwaukee College students and staff. The center offers physical examinations, diagnoses and treatment of common illnesses, health maintenance, and disease prevention services.

During the 1996-97 academic year, the TriCounty Community Health Center staff has provided services to 800 Kishwaukee College students and staff. Programs have included an influenza vaccine clinic, free HIV testing and counseling, diabetes and hypertension screening, and health education on topics ranging from HIV prevention to cold and flu prevention. Staff of the TriCounty Community Health Center have written articles for the student newspaper, *The Kaleidoscope*, and have maintained a bulletin board displaying up-to-date health information.

The TriCounty Health Center also serves as a teaching clinic offering learning opportunities to students in the College's nursing program. In the 1996-97 academic year, 45 Kishwaukee College nursing students completed clinical experiences at the center from which they gained experience in primary care and rural and community health nursing. Informal student surveys indicated a high level of satisfaction with the center as a site for clinical experiences.

Wellness Center

Opened in the fall 1992, the Kishwaukee College Wellness Center is open to all students, staff and members of the community. The center is equipped with stair climbers, treadmills, stationary bicycles, and resistance equipment. Persons wishing to avail themselves of the services and equipment for the first time must register for PE 140-Fitness Training. First-time participants must attend an orientation session. In a recent survey of the users of the Wellness Center, 72% indicated that the orientation session was beneficial. An individualized exercise program is developed for each person based on the results of a physiological assessment conducted by the professional staff. The individualized exercise program provides guidelines to improve cardiovascular efficiency, muscle tone, body composition, and flexibility. Eighty-four percent of the students indicated that the exercise apparatus in the Wellness Center met their fitness needs, while 80% indicated their participation was beneficial in attaining their fitness goals.

Participants are able to use the center at any time during operational hours once the orientation and fitness assessment has been completed. Most students visit the Wellness Center between noon and 4:00 p.m. (Monday through Friday). Although a few students indicated they would prefer that the center be open on Saturdays and Sundays, the majority of students indicated that the hours of operation are convenient and meet their needs. Students' responses to the survey question, "What did you like about the Wellness Center?" indicated that it was open at convenient hours, had a variety of machines, had an adequate availability of equipment and had a reasonable cost. Of all the student views, one that typifies all other students' comments best is, "I liked the program in general. It shows Kish's awareness and concern of the growing health problems and provides those willing with a fairly easily-obtainable remedy."

Employment Resources Center

Kishwaukee College's Employment Resources Center offers comprehensive job acquisition services to students and members of the community who are considering starting new careers, upgrading jobs, entering or reentering the work force. The Employment Resources Center assists its clients with job search skills, résumé and cover letter writing, job applications, interviewing techniques, employer research, and labor market information.

The center acts as a liaison between Kishwaukee College and local businesses, industries and state agencies including Job Training Partnership Act (JTPA), Illinois Department of Employment Security (IDES), Illinois Employment and Training Center (IETC) in DeKalb, and the Kane-DeKalb-Kendall (KDK) Counties workforce development region. The center collaborates with College faculty and staff regarding job-related programs and seminars, as well as current employment trends to assist students in obtaining part-time employment.

Illinois Employment and Training Center

The Illinois Employment and Training Center (IETC), located in DeKalb, includes access to alternative high school and community college programs, vocational rehabilitation services, older worker programs, and an in-house employment skill and resource laboratory. Through a statewide computer network, the IETC can connect members of the community to available jobs both in the area and throughout the state. The IETC also offers various training and educational opportunities to help develop and update skills. An agreement between Kishwaukee College and KDK Training, Employment, and Business Services for public aid recipients allows public aid students in the Ready-to-Work class the opportunity to work independently to upgrade their basic skills.

The IETC program coordinator is trained to administer and score Kishwaukee College placement tests in English, reading, and mathematics allowing students to be advised immediately as to recommended courses for which to register. Students and prospective students may register and take the Test of Adult Basic Education and English as a Second Language. Eighty-one students were served at the DeKalb IETC in 1996-97.

Family Resource Center

The Family Resource Center works to foster positive development and growth of families by providing support, information, and learning opportunities. Located in E-wing, room 209, the center provides a pre-kindergarten children's lending library, information on community service providers, materials and resources for families on wellness, life skills, parenting, and other issues affecting the families. Much of the information is available in Spanish. The center also acts as a liaison to social service agencies and service providers in our district.

Strengths

1. A variety of programs and services exist to meet the needs of students and support the institution's purposes.

2. Most students can obtain needed services at Kishwaukee College.

3. Faculty and staff are helpful and courteous.

4. Hours of operation of various support services meet needs of students.

5. Students may meet with the Counselor of the Day on a walk-in basis.

6. Students indicate a high degree of satisfaction with services.

Challenges

1. The College needs to continue to implement and share the assessment results for student and support services.

2. College employees and students need to become more aware of and better utilize the IETC services and facilities.

Staff Development and Effective Teaching

Professional Development

Kishwaukee College is committed to providing professional development opportunities to all employees. This follows the vision of the College to model continuous learning and to help employees, as well as students, to capitalize on change. A wide range of activities are available to employees of the College. Staff development opportunities, some of which were mentioned in Criterion Two, include the following:

- The staff development program for new full-time faculty.
- The staff development activities for all full-time faculty (including fall workshops and follow-up workshops throughout the year and staff development day).
- Off-campus professional growth opportunities (attending professional conferences) .

- Educational attainment increases.
- Tuition reimbursements.
- Tuition waivers.
- Sabbatical leave for full-time faculty.
- Part-time faculty mentoring and workshops.
- Staff Development Committee workshops (including workshops for support service personnel).
- Opportunities are available for paid and unpaid leaves of absence.

A total College staff development day is planned approximately every other year during the spring semester. The College is closed to students (classes are canceled) for day classes while all employees have the opportunity to visit other colleges or agencies or engage in workshops. In April of 1995, the Student Success Committee presented a day-long workshop that addressed challenges and successes that employees at the College had experienced working with students. From this workshop, campus-wide challenges were identified and task groups were constructed to develop various strategies which would foster student success on campus; these many strategies are currently being pilot-tested and assessed. This workshop was a huge success with many employees because it allowed them the chance to share what was happening campus-wide and to make improvements together; this process still continues. Other programs, some of which follow, are available to strengthen Kishwaukee's commitment to encouraging professional and personal development.

Staff Development Committee

The Staff Development Committee plays a large role in planning and providing programs that interest employees each year. The committee surveys all employees on a regular basis to identify needs and interests. The survey results are then used as a basis to plan staff development activities. Each of these activities is evaluated in order to allow the Staff Development Committee members to make changes for future programs. Developed in 1980, the Staff Development Committee is comprised of members from every area of the College. This composition is beneficial because programs are developed with the interests of all employees in mind. In 1993, oversight of the Staff Development Committee was re-assigned to two administrators who, along with expanding and revising goal statements, have increased the number of programs offered each year. The reorganization of this committee is just one example of how we use the Continual Quality Improvement (CQI) model. The opportunity to attend programs offered on campus was extended to part-time faculty as well as full-time faculty and staff. More programs have been developed and offered at various times throughout the year. More one-on-one training sessions have also been developed. The expertise of College staff is utilized in staff development activities which include panel discussions, skill activities, and workshops. The committee provides training for skill development and opportunities for professional development and personal enrichment, promotes interdepartmental relationships, and serves as a forum for the interchange of knowledge and ideas.

Some of the previous workshops the Staff Development Committee has sponsored include topics such as multimedia presentations, Internet training, electronic mail use, computer software, distance learning, campus safety and security, cultural diversity, conflict resolution in the workplace, alternative lifestyles, accommodating students with disabilities, risk taking, dealing with disruptive behavior in the classroom, constructive criticism, CPR, self-defense, instructors as advisors, financial planning, retirement planning, and first aid. This short list represents the wide range of interests at the College and the flexibility of this committee to provide Kishwaukee employees with programs they desire.

The Staff Development Committee offered 22 programs on various topics in FY95 and 19 of those programs were attended by 285 people. On average, 15 employees attended each program. Twenty-nine programs were offered in FY96, 23 of which were attended by a total of 372 College employees. An average of 16 employees attended each program. In FY96 many of the programs focused on new computer technology and software programs which strengthen the College's vital role as a leader in technology. During that year many programs were offered several times which allowed employees more flexibility and opportunities to attend. In FY97 the Staff Development Committee offered 33 programs, of which 27 were attended by a total of 304 of the College's employees for an average of 11 employees. During that year one-on-one training opportunities were added to the list of programs. For example, Media Services provided one-on-one training on various software programs, scanning devices, and digital cameras. These programs provide faculty with individualized instruction to explore the latest technology, support one another's efforts in professional development, and more flexible scheduling. Programs offered through the Staff Development Committee are regularly assessed and improved to meet the needs and interests of the College's employees and to ensure that the College's goals are being met within the framework of the CQI model. Even though College-sponsored staff development programs have experienced a slight decrease in attendance over these three years, employees are participating in staff development opportunities in other areas. For example, employees at Kishwaukee are requesting and receiving funds for off-campus staff development programs.

Other Committees (Providing Staff Development)

Personal and professional development opportunities are also provided by many other committees on campus (committee minutes are available). The Women and Family Issues Committee, Campus Diversity Committee, International Committee, Student Success Committee, and the Humanities Forum, for example, provide opportunities for employees that promote respect for diversity and global awareness. Programs have been offered that focused on issues such as healing racism and gender equity in education. For instance, Kishwaukee College hosted a cultural diversity workshop series presented by Parkland College in the spring semester of 1997. In this five-session workshop, Kishwaukee participants identified strategies they could implement to assist the College in accomplishing its goal of a more gender balanced, multicultural inclusive institution. As a result of these workshops, recommendations for change have been identified and are being pilot-tested following the CQI model. Other committees, like the Student Success Committee and the Campus Diversity Committee, may also implement these strategies. Programs have been developed to raise awareness for students and employees alike. The Allies program, for example, was developed in the fall semester of 1996 by the Campus Diversity Committee to provide support for gay/lesbian/bisexual members of the Kishwaukee College community and to promote educational opportunities to enhance the understanding and appreciation of diversity among individuals. This is another example of how Kishwaukee College is committed to continuously improving the experiences of everyone on campus. This also follows the College's mission of "Providing students the opportunity to enhance their abilities and promoting dignity and respect for all individuals are of the utmost importance" (1998-1999 College Catalog page 3). Kishwaukee not only encourages and provides its students with these opportunities but its employees as well. As a result, many employees serve as role models and continue to support the College's mission campus-wide, not just in the classroom.

Illinois Consortium for International Programs and Studies (ICIPS)

Kishwaukee College participates in the Illinois Consortium for International Programs and Studies (ICIPS) which provides two-week professional exchanges for interested administrators, tenured full-time teaching faculty, and some selected support staff. Kishwaukee has participated in these exchanges for six years, and nine employees have been involved. The participants host a foreign visitor for two weeks in the fall, including a home stay. In the spring semester the participating Kishwaukee employees visit their exchange partner's college and home for two weeks. The exchange affords Kishwaukee participants the opportunity to experience education in another country while promoting dignity and respect of diversity.

Other Opportunities for Staff Development

Other staff development opportunities that are available to full-time faculty include peer-coaching, distribution of professional resource materials, and training for distance learning. Each division also conducts its own professional development activities. For example, many of the occupational faculty are involved in writing textbooks, participating in technical seminars and technical re-training, summer employment and the Vocational Instructional Program, all of which foster ongoing professional growth related to the latest trends in their fields. Staff development also occurs on a regular basis during student field trips, during supervision of clinical internships, or when faculty meet with product representatives, none of which incurs financial expense to the College. Many transfer faculty share Great Ideas For Teaching (GIFTS) in division meetings, supervise field trips, and conduct summer research. Other professional staff of the College, such as the librarians, counselors, student services staff, community education and services staff and the adult basic education staff, attend regularly scheduled workshops and meetings related to their areas.

Kishwaukee College support staff are granted release time, with their supervisor's permission, to attend seminars such as the Working Wo/Man's Seminar held each spring semester as well as the fall orientation held each year. Each semester the support staff attend a half-day staff development workshop held on campus, a workshop which focuses on issues of concern or on desired information. Support staff are reimbursed up to $500 per year for approved credit courses they complete. The Student Services support staff, for example, attend monthly meetings that provide discussion and analyses of issues and training on procedural implementation of College policies. They also attend selected conferences and workshops for their own intellectual or professional development which typically have been related to financial aid issues or admissions, registration, and records topics. Student Services conducts its own day-long workshop twice a year. Topics vary, but usually the workshop involves presentations aimed at training all staff on a particular aspect of the operations. The staff also spend a half-day addressing relationship issues such as communication, trust, respect, and team building. In the past two years, outside consultants have been paid to facilitate topics concerning paradigm shifts and one's job and career development and mid-life transitions. In the fall 1997, an informal survey completed by 35 members of the support staff indicated that 80% (28) of them had participated in staff development programs related to their job responsibilities during the previous year either on or off campus.

Administrators at the College also engage in professional development. The President's Council, the Illinois Community College Board (ICCB), and mandatory attendance at other professional meetings ensure professional development.

Kishwaukee College promotes and supports activities, which enhance the professional and personal growth of all employees. Staff development has improved the quality of services student's receive in the classroom, business offices and elsewhere resulting in greater student satisfaction. Staff development helps Kishwaukee achieve its purposes. Whether training instructors to be advisors, improving pedagogy, or improving communication among a culturally diverse student population, staff development programs at Kishwaukee offer employees valuable information and skills.

Funding for Professional Development

Funding for professional development at the College is decentralized, a feature which illustrates the abundance of support woven throughout the entire system of Kishwaukee College, from administrators and professional staff, to faculty and support staff. Our best estimate is that in FY97 approximately 2% ($208,069) of the College's operating budget was spent on the personal and professional development of employees (Appendix Q). This is comparable to the percentage of funds most corporations set aside for staff development. Overall, Kishwaukee College's staff development program is well funded, decentralized, and flexible enough to meet the needs of all employees. More importantly, students benefit from the services provided throughout the campus.

In fall 1997, ninety-three percent (55) professional staff and faculty indicated on the North Central Questionnaire that staff development related to job performance is encouraged for College employees. Eighty-six percent (51) also indicated that the

College supports staff development. These findings confirm Kishwaukee's strong commitment to provide quality education.

Employee Recognition

Kishwaukee College recognizes the accomplishments of its employees in various ways. The Board of Trustees Awards of Excellence are awarded to employees who have been nominated by their colleagues, students, and community members each year. They are selected from four categories: faculty bargaining unit, professional staff, support staff, and part-time faculty.

Six of Kishwaukee College's faculty (four faculty in FY96, two faculty in FY97) have been recipients of the National Institute for Staff and Organizational Development (NISOD) Community College Leadership Program (CCLP) award. This award recognizes and celebrates the importance of teaching excellence in community colleges. Each academic year, two Kishwaukee College faculty members names are submitted for this recognition. A special ceremony is held for the award recipients during the annual NISOD conference in Texas where awardees are presented with medallions for their achievements.

Awards are also granted to all employees for 5, 10, 15, 20, and 25 years of service to the College. The spring banquet, fall luncheon, and various faculty showcase opportunities recognize the diverse contributions of College employees. News articles about various employees in the school newspaper and recognition in division meeting minutes foster appreciation for all employees. Supplemental days, release time, and professional days reward employees for professional development.

Effective Teaching

The employment procedures described in Criterion Two illustrate the importance of quality instruction at the College. To achieve this goal Kishwaukee uses a number of strategies. A thorough hiring process is used to select candidates who support the College's mission and philosophy. Once hired, faculty (full- and part-time) are evaluated through student feedback surveys and classroom observations by the appropriate dean. This process ensures a balanced perspective which is an added benefit of this system. Self-evaluation is also promoted under the current system through the use of a teaching portfolio. Teaching portfolios offer instructors opportunities to assess their own teaching and related professional activities in any given evaluation cycle. They document the complexity and individuality of good teaching. In FY97 five full-time probationary faculty pilot-tested the use of teaching portfolios during their evaluations, and all had positive feedback to share with other faculty. The regular use of teaching portfolios may become a reality for tenured faculty at Kishwaukee and be an added benefit to instructors who would like to be more involved in their own evaluations. Following student feedback survey results and classroom observations, each dean makes recommendations for improvement during a post-conference. The dean and instructor discuss strategies for improvement. In addition to student feedback surveys and classroom observations, numerous instructors use formative assessment, such as the Classroom Assessment Techniques (CAT) developed by Thomas Angelo and K. Patricia Cross. Such instruments evaluate student learning on a regular basis and help the instructor to monitor the pulse of the class. This monitoring process naturally lends itself to quality instruction. Many instructors conduct their own course evaluations at the end of the semester to gain feedback and recommendations from students for future improvements. With this amount of classroom assessment, instructors are continually made aware of student needs and are able to make adjustments to meet those needs while maintaining high standards. The survey results cited here are an example of student ratings of instruction for FY97. The "early semester" survey is conducted during the third, fourth, or fifth week of the term, while the "late semester" survey is completed during the thirteenth, fourteenth, or fifteenth week of the term. The results indicate that 71% of the students completing the surveys felt challenged to learn by their instructors and 65% of the students completing the late semester survey rate the instruction at Kishwaukee as superior or above average (see Appendices R and S).

Assessment is embedded throughout the curricula and the overall College culture. All of the evaluation techniques described herein follow the CQI model, offering instructors data as a means to refining their teaching. Using the mission statement as a starting point and constant guide, instructors consider the available resources at the College and formulate their goals for their courses. Next, they turn their vision into a realistic plan and implement their ideas. After implementation, they evaluate the success of their plan using student feedback (Classroom Assessment Techniques, for example). Adjustments are made by the instructor based on data collected from the students, and the cycle begins again. This process is just one of the three core areas of the College that uses the CQI model to improve the quality of instruction at Kishwaukee.

Overall, students report that they are satisfied with the quality of instruction at Kishwaukee (see transfer graduate survey results and student feedback surveys).

Strengths

1. The majority of College employees participate in staff development activities.

2. The majority of the staff development programs are planned by employees.

3. Staff development supports the mission statement by providing quality educational opportunities.

4. The staff development programs offered on campus are pa[illegible] of the CQI model used campus-wide.

5. Kishwaukee provides adequate funding for professional development of all its employees.

6. Kishwaukee College shows appreciation of its employees through many means of employee recognition.

7. Opportunities for staff development are decentralized.

8. Evaluation of instructor effectiveness in the classroom is made by both students and deans for a balanced perspective. The use of a teaching portfolio is being pilot-tested to offer faculty more self-evaluation and a more active role in the overall evaluation process at the College.

9. Most students rate the instruction at Kishwaukee as superior or above average (see student survey results).

10. Assessment is part of the College culture and is used regularly by all areas to continuously improve instruction and services to students.

11. The importance of staff development in maintaining qualified personnel is basic to the College's purposes.

Challenges

1. Committees need to develop better instruments to measure employee attendance at professional and personal workshops.

2. The College needs to encourage attendance and participation of more employees in staff development activities on campus.

3. We need to implement the teaching portfolio College-wide.

Public Services

Kishwaukee College meets its extended purpose of public service with three distinct but related instructional areas providing programs and services for district residents. The areas are: Adult Basic Education (ABE) and Special Programs, Community Education and Services (CES), and the Business and Industrial Development (BID) Center.

Adult Basic Education and Special Programs

ABE and Special Programs administers several grant projects to provide instructional and support services to targeted populations who are identified as educationally and academically disadvantaged. These grants include the following: Literacy Program; Public Assistance Program; Family Literacy Program; Truants' Alternative and Optional Education Program; Early School Leaver Program; Single Parents and Displaced Homemaker Program; and Teen Parent Services.

The department regularly applies for, and receives, grants for projects that will assist its students in obtaining their educational and employment goals.

The instructional component of ABE and Special Programs includes literacy and basic skills, GED preparation, English as a Second Language, and pre-employment skills instruction. Instructional staff have designed and implemented programs that are student-centered and place emphasis on student objectives and outcomes. A comprehensive assessment process was developed and is directly correlated to the state's adult education Indicators of Program Quality. Annual planning for adult education services is developed by the Adult Education Area Planning Council, a group which includes members from area high schools, businesses, social service agencies, and public agencies.

Students with limited English proficiency are placed in the ABE program based upon assessment of the students' reading level or language ability; instruction is open entry/open exit. Computer-assisted instruction is available for all levels of instruction. An ABE Learning Laboratory with current technology and software is housed on campus and has volunteers providing one-on-one tutoring. Additionally, students may also be tested for learning disabilities to identify appropriate instructional and learning strategies.

Students enrolled in an ABE program are given a pre-test for placement and post-test to measure progress. Programs offered through ABE are conducted throughout the district at local high schools, churches, community centers, and places of business as well as on campus during the day and night.

FY97 outcomes indicated that the average entry level of 30 ABE students (students who read below the ninth grade level) was 6.5. At the end of the year, the average reading level of the ABE student was 8.6. Of the 358 ASE students (students who read above ninth grade level) an average entry level of 10.5 and an average exit level of 12.9 and above was reported. These reading levels are based on the Tests of Adult Basic Education (TABE) which goes only as high as 12.9 reading level.

ESL students also demonstrated an increase in language skills in FY97. Of the 359 students tested, the average score at entry level of ESL students was Beginning Level. At the end of the year, the average placement score was Low Intermediate Level.

GED graduates are also followed during their transition into the College curriculum leading to certificates or associate degrees. The number of students who entered ASE and enrolled in a College course is identified in the following table.

Table 21 Percentage of GED Graduates Transitioning

Number of GED Graduates	Transition students (5/97)	Percentage of students
FY94 - 130	83	64%
FY95 - 148	119	80%
FY96 - 156	79	50%

ABE support services are provided to address students' needs and to assist them in succeeding in their educational and employment goals. Students may make use of the following:

Counseling - students may initiate contact, be referred by a faculty member for counseling, or obtain social service assistance with an agency working with the ABE Department. The primary focus of counseling is to aid students in overcoming barriers that prevent them from meeting their educational goals.

Needs Assessment - students are asked to identify their need for additional support services to aid them in educational success. Areas identified by past needs assessments are child care, financial help, accommodations for disabilities, personal counseling, and transportation.

Networking - ABE Department staff actively network with other service agencies for the purposes of information sharing, referral, and program planning.

Transportation and Child Care - limited to students who are eligible for public assistance.

Volunteer Tutoring - trained tutors provide one-on-one tutoring or classroom assistance for students reading below the ninth grade level.

Family Literacy - services are associated with child care, and families are given instruction on parenting, family reading, and other skills related to the development of the child.

Workplace Literacy - provides a valuable link between adult education students and employment needs of area companies. These literacy needs then become part of the curriculum for ABE.

Table 22 summarizes the number of ABE and Special Project students who use these services.

Table 22 ABE Student Use of Support Services

Service Provided	FY95	FY96	FY97
Counseling	168	495	449
AFDC Transportation	20	45	25
AFDC Child Care	50	43	64
Tutoring	257	193	196
Family literacy	70	113	142
Workplace literacy	40	26	70

ABE is involved with the Adult Education Area Planning Council (Kishwaukee College Area Planning Council) for the coordination of educational funds provided by the Illinois State Board of Education. The purposes of this council are to reduce duplication of services, maximize available resources, provide accessibility for those needing adult education services, and develop a service plan for the district. ABE conducts a year-end report for each of its programs that indicates their success in meeting the stated objectives in the grant proposals. Programs conducted by ABE are also evaluated by the state funding sources to ensure that the funds are being used for the purposes stated in the grant. This information is also used to identify areas for improvement in the succeeding years(s) and to maintain what is being done well to address the needs of the adult population.

Each semester students enrolled in selected ABE, ASE, and ESL courses are asked to evaluate the instructor and the content of classes to further ensure the quality of delivery and appropriateness of content. Additionally, ABE conducts biannual GED graduate surveys to obtain information on student goals, their reasons for pursuing a GED, class information, testing facilities, and staff evaluation for the purpose of improving its delivery of adult education services.

Community Education and Services

CES has two functions in meeting the College's extended purposes. They are community education and community services. Community education courses are conducted both d off campus based upon community needs or interests. Community service focuses on activities that are designed to enrich the College's communities, organizations, and individuals who are not served by traditional instruction.

An overriding purpose of CES is to provide lifelong learning opportunities for self-development, personal growth, and leisure enjoyment for the residents of the College district. These courses, seminars, and workshops are designed to assist in continuing their education, enhance skills for new employment or current professional growth, develop a hobby, or learn new leisure or recreational activities. CES students normally do not want or need transferable credits.

CES courses for adults and children are scheduled during the regular College year of summer, fall, and spring semesters on and off campus. In addition to using our own facilities, the College uses churches, schools, senior centers, and other locations to conduct its offerings. There is a nominal rental fee for some off-campus facilities; many are free of charge. Approximately 73% of CES offerings are conducted off campus.

CES offers a wide variety of courses. Kids College is a learning enrichment program for children and teens, one that emphasizes active learning and fun for the participants. Older adult classes are presented for residents who are a minimum of 60 years old. These classes cover a wide variety of topics. Also, older adult students receive a tuition waiver for credit courses; these students may have to pay additional fees for some courses. The majority of CES students are 19 to 59 years old who state personal interest or job improvement as their reasons for taking classes. Trips and tours are conducted throughout the year to locations near and far. All trips and tours have an educational focus. There are approximately 20 different categories of courses that are conducted by CES on a yearly basis.

The success of CES results from the direct involvement of district residents in the identification of courses, times, and locations. This is possible because of the constant assessment of all courses conducted at the conclusion of the classes. Not only is the instructor evaluated by the participants, but the content is also assessed, as well as what other new course(s) people are interested in attending. In many cases this data is gathered by the part-time community site coordinator (off-campus courses) and relayed to the dean of CES or the coordinators for community education and community service. Additionally, CES instructors provide written evaluation for each course. District residents are encouraged to contact the dean with their requests for courses that may fill needs within the community.

As a direct result of the district residents' involvement in the course selection identification, CES has a high satisfaction rate among their students insofar as content, instructor, time, and location of their offerings are concerned. Additionally, in FY97, CES had a low cancellation rate of only 22% of 480 classes offered per year. This indicates that CES is providing what the community wants, needs, and is willing to support.

Business and Industrial Development (BID) Center

The BID Center was established in 1982 as an extension of the College through a grant from the Illinois Department of Commerce and Community Affairs (DCCA) for the purpose of aiding in economic development and retention of district employers. The primary purpose of the center is training and retraining of employees for area employers in various disciplines. Much of the training and retraining is customized by content, time, and location to best meet the needs of the employers. Approximately 75% of the center's work is contractual. The center also schedules courses, seminars, and workshops that follow the College's academic year and are open to the public. These courses are similar in content to those offered to employers on a contractual basis. This practice allows small, as well as larger companies, entrepreneurs and residents access to the same content. Additionally, the center schedules Illinois Satellite Network/National Technologies University (ISN/NTU) classes that are downlinked and viewed on campus. These courses are filled on a first-come, first-served basis.

In meeting the needs of employers in the district, the center collaborates with the Fox Valley Alliance region (FVA), North Central Illinois Manufacturing Extension Center (NCIMEC) and Illinois Manufacturing Association/Industrial Training Program (IMA/ITP) funded by DCCA, as well as with other agencies to provide financial assistance to area employers in developing their workforce.

Customized contractual courses are developed after an assessment of employee knowledge in areas identified by employers. This process provides the center with information vital to the development of customized training. Students evaluate customized classes by means of the College's early feedback form to ensure that the center's training is progressing toward a successful conclusion. At the end of the training, the College asks the participants to evaluate the course again. Employers also are asked to evaluate the courses for their effect on the identified area. The center consistently receives high marks for satisfaction and relevance based on these evaluations.

The content of seminars, courses, and workshops open to the public is assessed utilizing the same form as customized courses; these courses consistently receive high satisfaction and relevance results. Additionally, the center is able to glean information about its advertising efforts and populations being served.

The BID Center also has the Small Business Development Center (SBDC) with a representative on campus one day a week. This individual also works with two other community colleges and is available for consulting services for area entrepreneurs one day a week. A service offered once a month is the seminar *Before You Start* for those who are considering self-employment. A close working relationship with area financial centers has allowed for effective referrals to aid residents in developing their business plans, market shares, start-up costs, and many other considerations for the newly self-employed.

Strengths

1. ABE, CES, and BID are meeting the needs of their constituents by offering diverse courses and programs.

2. Kishwaukee College offers its services in locations that best meet the needs of our clients.

3. CES and BID are effectively serving the training and educational needs of the community and employers.

4. Adult education is meeting the needs of its ABE, ASE, and ESL students.

5. The Small Business Development Center (SBDC) is meeting the needs of area entrepreneurs.

Challenges

1. Improve the internal communication between ABE, CES, and the BID Center.

Summary of Strengths, Challenges, and Recommendations

Strengths

1. The assessment plan is being implemented.

2. All professional staff are all involved in the assessment program.

3. Changes are being made as a result of the analysis of the data.

4. Faculty are instrumental and active in developing and modifying the College curriculum.

5. The content and instruction in transfer and occupational programs are excellent and relevant to the job market.

6. The majority of students indicate that they are satisfied with the variety of programs and services provided by the College to assist them in meeting their educational goals.

7. Staff development is positive, supported, and meeting expanding needs.

Challenges

1. We will need to use the data from our A.A. and A.S. graduate portfolios to evaluate any need for modifications to our general education curriculum.

2. Student Services needs to fully implement its NCA assessment plans to provide better data for decision-making.

3. There should be increased communications among instructional areas and the Learning Resources Center to better provide appropriate materials to students.

4. Internal communication needs to be improved between ABE, CES, and the BID Center.

Recommendations

1. The College needs to increase travel funds for staff development.

2. There should be campus-wide dissemination of assessment work.

3. The College ought to investigate combining grant funded programs into one central administrative unit.

Continuing Effectiveness
CRITERION FOUR

"The institution can continue to accomplish its purposes and strengthen its educational effectiveness."

Resources, Planning, and Assessment for Continuous Improvement

Introduction

Our response to this criterion will demonstrate how the resources, planning and assessment activities of the College work together to accomplish its purposes and strengthen its educational effectiveness. In this chapter, we discuss how these processes will allow Kishwaukee College to move into the next millennium with both stability and vitality. We begin with a discussion of the organization and allocation of our human, physical, and financial resources to carry us into the next century. We focus on planning and the flexibility of decision-making. We describe how the College's assessment of institutional effectiveness is integrated in overall planning to provide continuous, inclusive, and meaningful feedback. Finally, we identify strengths, challenges, and recommendations for Criterion Four.

Resources

In a survey administered to professional staff and faculty in August 1997, 87.2% of professional staff and 76.3% of faculty answered "yes" to the question, "Has the College effectively organized resources necessary to accomplish its purposes?" This chapter will provide evidence to indicate that Kishwaukee College can indeed continue to accomplish its purposes and strengthen its educational effectiveness.

Human Resources

First are human resources that bring a number of strengths to the organization.

- The College's Board of Trustees is experienced and dedicated to education. In addition to its individual strengths and experiences, collectively the Board of Trustees represents a broad cross section of the College district in terms of gender, age, and occupation.

- As noted in Criterion Two, most faculty and administrators believe that the search, screening, and selection processes for faculty are rigorous and effective. However, the hiring process for professional and support staff is not as clear.

- The staff development program for probationary faculty is well-established. Other areas of the College could benefit from a comparable program.

- The development of a comprehensive College-wide program of staff development is a high priority within the organization as evidenced by its place within the College's Strategic Plan. A committee was established in 1997 to develop an orientation plan for newly hired staff.

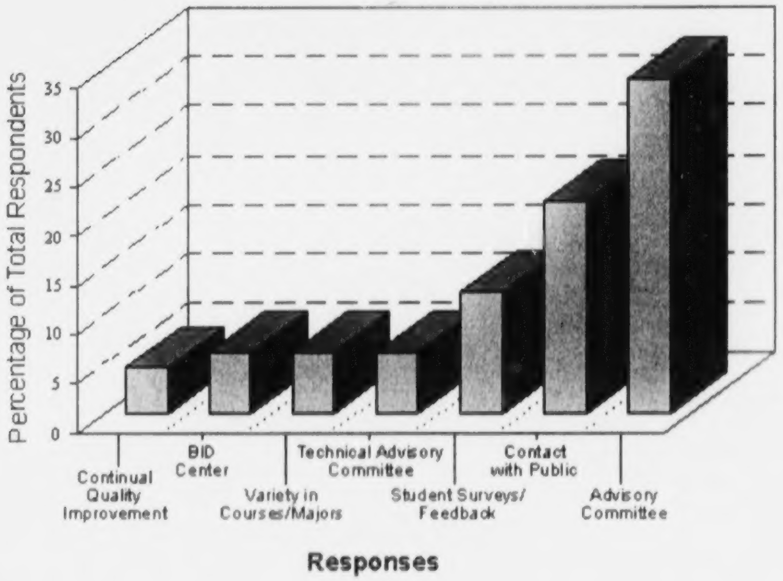
- There is a solid committee structure with participation from all sectors of the campus. This is more fully described in Criterion Two.

- The College's organizational structure has been revised three times since the last NCA study in 1988 to enhance the operation of the College, to improve communication, and to facilitate the College's ability to develop and implement policies and procedures as well as its ability to plan and address problems. During the last reorganization in the spring of 1997, the College hired a director of institutional research and reports to address the need for coordinated research, study, and feedback.

In addition to the College's Board of Trustees and staff, other human resources play a part in Kishwaukee College's growth and development. In the occupational areas, there are a total of 21 advisory committees with 228 members. The advisory committees consist of community representatives with expertise in various fields. "Advisory Committees" was the response of 33.8% of the faculty and professional staff to an open-ended survey question, "What is the one best process that allows us to be responsive to changes in the community's educational needs"? (Figure 9 North Central Questionnaire, August 1997).

Figure 9 North Central Questionnaire Results

What is the one best process that allows us to be responsive to changes in the community's educational needs?



The College has a strong outreach program, working cooperatively with area agencies, businesses, organizations, and educational institutions. A priority within the College's Strategic Plan is to develop partnerships and alliances which are in the best interest of Kishwaukee College learners.

Some challenges remain before the College in the human resources area. Some of these have been cited in earlier sections of the report, but also bear mentioning here.

- There is a need for a coordinated human resources plan.
- There is a need for more minority instructors and staff.
- Development of the College's human capital may not always be realized to the fullest extent possible.
- As the staff ages, retirement may present challenges for the College; planning for extensive turnover will be needed.

Physical Resources

In terms of physical resources, Kishwaukee College has accomplished much since the last NCA self-study in 1988. A description of the improvements is included in Criterion Two. Several activities are occurring to ensure future facilities development.

- Planning processes are in place for addressing the needs on campus for facilities and equipment. One segment of the College's Annual Priorities plan is devoted to facilities and equipment.

- Each year during the budgeting process, staff input is sought about facilities, equipment, and technology needs. A "wish list" of building needs has been compiled and may be found in Appendix J.

- A Technology Advisory Committee was established in November 1995 to address issues and formulate priorities in this area.

- In August 1997, the College's Board of Trustees voted to establish a committee that would consider long-range facility needs.

Much has been accomplished with the College's physical resources but challenges remain. An open-ended question in the North Central Questionnaire administered in August 1997 was, "How should we continue to accomplish our mission and purposes as society's instructional needs change?" Of those who responded, 35.2% of staff replied that the College needs to increase its commitment to technology. Still another challenge is the availability of off-campus locations that are well-equipped technologically and physically accessible. The College makes every attempt to locate and utilize such sites.

Financial Resources

The future financial stability of Kishwaukee College is assured as a result of careful planning, a strong and healthy local economy as stated in Criterion Two, stable enrollments, and increasing state funding support through block grants. A supportive electorate has also demonstrated that the College can depend on its constituencies for future financial needs as evidenced by the passage of all referenda on the first attempt including the most recent $9.9 million building referendum in 1990. The College continues to nurture this public support through responsible financial accountability, credibility, and integrity as well as providing leadership in local economic development efforts.

In addition to financial stability, support from the public sector, and stable student tuition and fee revenues, the College has developed a comprehensive plan to support its growth and its ability to achieve its mission. The planning process identified in the CQI model allows for regular assessment and prioritization of financial resources to ensure the future financial stability of the College.

Financial planning for the College is comprehensive and utilizes the following resources to address and undertake new challenges to the institution.

A. Kishwaukee College Foundation: The Foundation plays an important fund-raising role for the College and receives contributions and donations that assist the College in the following ways: scholarships for students, funding for equipment, facility improvement, staff development, and staff participation in an annual international exchange program. (See Appendix L)

B. Auxiliary Self-Supporting Operations: Several areas of the College are financially self-supporting as a result of funds generated through fees or sales. The following areas of the College are financially self-supporting and are able to allocate their resources to plan for future growth: Kishwaukee College Bookstore, Early Childhood Center, Wellness Center, Student Activities, and Student Athletics.

C. Partnerships: Through partnerships with other agencies, community colleges and businesses, the College is able to plan for future growth and access funds that are awarded on a regional basis. One area of the College that utilizes these partnerships to address the changing economic climate is the Business and Industrial Development (BID) Center. Through the Fox Valley Educational Alliance, member community colleges are able to work together by sharing resources, networking, and mentoring. The colleges communicate about technological and economic development activities that can be replicated on other campuses. Partnerships are critical in assisting the BID Center to plan for future development with minimum financial outlay.

D. Grants: By aggressively seeking and competing for grants, the College has been able to provide resources that have allowed for expansion of programs and services to its students and the business sector. Examples include the following:

1. Higher Education Cooperation Act (HECA) grant: In FY98, a HECA grant was instrumental in furnishing the two distance learning classrooms on campus and connecting the DeKalb County Farm Bureau through a microwave linkage. It has also funded two additional staff members in the BID Center, thus giving the center additional resources for community outreach.

2. TIF (Tax Increment Financing): Since FY97, the city of DeKalb has provided TIF funds to the College which were allocated to the BID Center to upgrade its technology equipment to use in training for local businesses.

3. Community-based grants: Additional funding sources are obtained through grants such as the DeKalb County Community Foundation. Since its establishment in 1993, this foundation has granted awards annually to the College primarily for equipment and materials.

4. State grants: The College regularly submits applications for competitive grants to assist in providing additional services to the students and the community that otherwise are not covered by College operating funds. Funding received through grants has allowed the College to develop and fund specialized services to students that will improve access to programs as well as enhance opportunities for students in meeting their educational goals.

The financial resources identified above have assisted the College in developing a comprehensive plan for addressing future growth and development. The financial strength of the College enhances its ability to continue to meet the educational needs of the district.

Planning Process

Kishwaukee College has experienced dramatic changes over the past 30 years. These developments are a result of changes that occurred in the communities and populations that we serve as well as the outgrowths of state, national, and international influences. These differences teamed with changes such as population increases and the electronic revolution both provided for, and sometimes necessitated, institutional expansion.

To respond to changes in a meaningful and efficient manner, the College has integrated the CQI model of institutional effectiveness into its planning processes. This framework allows for ongoing identification and assessment of education and training needs and the ability to respond to those needs. It also allows the College to have the flexibility to respond to unanticipated institutional challenges when they arise.

Who Participates in Planning?

Ideas for change come from both external and internal sources. External impetuses for changes are identified by advisory committee members, community interests, and local and statewide initiatives. Some examples of changes that result from these sources include the following:

- Curricular changes identified by the Drafting Advisory Committee.
- Intensive short-term training in Office Systems as a result of welfare reform.
- Partnership with the Illinois Employment and Training Center as part of the statewide Education-to-Careers initiative.

Ideas for change are also identified internally by the Board of Trustees, administrators and staff. The Board of Trustees has a strong institutional commitment to anticipate and respond to community needs. This spirit is carried on by administrators, who provide encouragement and support to all staff to demonstrate this commitment at the operational level. Administrators and staff participate in a variety and networking activities such as intergovernmental, community, economic development, and educational partnerships and alliances. (See Appendix T for list of partnerships and alliances.) This ensures that the College is represented at various levels of community assessment and planning processes. In addition, staff are also involved in community and professional organizations and often return to the College with ideas and information which may enhance programs and services.

Which Plans are Developed?

Planning processes often result in documents that provide guidelines for the College's future. These documents form a roadmap by which decisions, priorities, and budget allocations are made. Input in developing the College's planning documents is solicited from all levels of staff so that participation is comprehensive, thereby bringing into the discussion the various perspectives, backgrounds, and experiences of staff. The survey indicated that 91.5% of faculty and 82.1% of professional staff are informed about institutional planning at the College (North Central Questionnaire, August 1997).

A. College-wide planning: College-wide plans affect the total operation of the College and are developed with input from all College areas. Comprehensive planning is ongoing and directed by information obtained from assessment and feedback. Feedback and plans are shared with College staff.

1. Strategic Plan: A Strategic Plan was originally developed in 1990. The current Strategic Plan was approved by the Board of Trustees in October 1997. This planning process began in 1995 and was developed with the participation of 16 staff members who formed the Steering Committee and 70 staff members who participated in subcommittees. Incorporated within the CQI model, the Strategic Plan is the driving force that guides the decisions, goals, assessment, evaluation, and adjustments the College makes. This plan grew from an effort to establish priorities for the future. Based on a common vision, objectives and activities were formulated to assist all areas of the College. Kishwaukee College's vision statement is: "It is our vision to be the Kishwaukee community's first choice for quality education. In pursuit of this vision, Kishwaukee College will serve learners of all aspirations and abilities, be a model of effective teaching and continuous learning, facilitate learning anywhere and anytime, help students capitalize on change, be accountable for its programs and services, and be acknowledged for the caliber of its staff and the competence of its graduates." The Strategic Plan identified the following seven priorities:

a. To develop partnerships and alliances which are in the best interest of Kishwaukee College learners.

b. To foster an environment characterized by openness, trust, common purposes, and customer service.

c. To nurture a learner-centered culture of competence which is characterized by flexibility in scheduling, staffing, and instructional methodology.

d. To develop a comprehensive program of mission-related staff development including a commitment throughout the organization for staff development, support for the development of the individual, and provision of opportunities for the interchange of knowledge and ideas among the employees.

e. To nurture intelligent risk-taking and celebrate success.

f. To broaden the intellectual focus and societal perspectives of all employees.

g. To engage Kishwaukee College staff in the design and implementation of institutional and individual marketing programs.

2. Technology Plan: The Technology Plan was completed during fall 1997 by the Technology Advisory Committee which is made up of 22 individuals who represent administrative, teaching, professional, and technical staff. These members gathered information and ideas from their respective areas for incorporation into the development of the Technology Plan. The purpose of the Technology Plan is to provide guidelines by

which technology will be utilized in the "teaching/learning process, operation of the College, and services to our communities." The goals of the Technology Plan are the following:

a. To foster the professional growth and development of staff and students in the use of technology tools and applications.

b. To strengthen support services to students through the use of technology.

c. To facilitate decision-making by College staff, to respond to changing needs, to take advantage of opportunities, and to support effective institutional management through available and secure access to information.

d. To deploy informational technology tools and applications to facilitate instruction, to enhance the teaching/learning process, and to access information in and out of the classroom.

e. To maintain and enhance the College's information technology infrastructure and related resources as necessary to meet institutional and other technology goals.

f. To identify, obtain, allocate, and assess human, physical, and financial resources necessary to advance the College toward making the technology vision a reality.

3. Annual Priorities: Annual priorities are developed by administrators with input from the areas they represent. The priorities fall into these five categories:

a. To increase access, retention, and goal completion.

b. To improve College teaching, learning, and work environments.

c. To achieve excellence in education.

d. To provide remote services to regions/communities.

e. To preserve and develop the College's physical facilities and equipment.

Activities identified under each area form the priorities for the year and are assigned to administrators and others with leadership responsibilities. The president presents a report to the Board of Trustees on the status of these priorities at the end of the fiscal year.

B. Interdepartmental Planning: Interdepartmental planning occurs when the sharing of resources is the best approach to addressing programmatic changes. Interdepartmental planning occurs among many College departments. Some examples of joint planning are the following: joint offerings of credit and noncredit courses between Community Education and Services and the Arts/Communications/Social Sciences departments; joint planning for short-term intensive training programs between Adult Basic Education and Special Programs and the Business and Technology Divisions; and mutual planning between instructional deans and counseling staff to develop a career advising handbook and to improve occupational advising.

C. Departmental Planning: Departments develop annual plans and long-term plans to guide staff in curriculum development, program planning, staffing, and training. For example, Adult Basic Education and Special Programs develops a three-year plan that is submitted to the Illinois State Board of Education. This plan is developed by an area planning council with representatives from business, community organizations, and governmental agencies. Occupational programs receive input for their annual plans from their respective advisory committees. Departmental planning provides direction for staff to address priorities and achieve their annual objectives.

How Are Plans Implemented and Evaluated?

Activities and tasks identified in College-wide plans and departmental plans also identify leadership responsibilities in the planning process. Additionally, the College utilizes an active committee structure to achieve the goals of the plans set forth for the institution. Task groups and ad hoc committees are also formed as needed. For example, the need for staff training was identified in the Technology Plan, and therefore the Staff Development Committee has increased the number of training workshops through its technology training series. Feedback is provided by these groups, and adjustments and modifications are made to the plan accordingly.

Budget hearings that identify departmental instructional needs occur annually. Decisions for allocating financial resources are based on how these departmental needs relate to institutional priorities. Departmental needs are also addressed through the sharing of resources within the different areas of the College. Examples could include the sharing of equipment (reusing computers), coordination of grant funds (Education-to-Careers grant), or utilizing staff expertise for training other staff.

Where local resources are lacking, outside funding sources are sought to assist the College in achieving its goals. As a result of its participation in the Fox Valley Educational Alliance, the College has been able to fund and equip distance learning classrooms, a development that has resulted in the expansion of course offerings to students.

Evaluation is incorporated into the planning process so that College-wide planning, interdepartmental planning, and intradepartmental planning require a process for adjustment and feedback. This process is essential to the CQI model that the College utilizes in determining administrative operations, educational programs, and support services. Formalized evaluation processes include the ICCB PQP (Productivity, Quality, Priorities) Report, program reviews, and regular reports to the Board of Trustees on all facets of College operations.

Kishwaukee College is prepared to meet the challenges of the 21st century because it follows the CQI model and adjusts to the dynamic educational climate brought about by local, state, national, and international influences. These two areas--communication and responsiveness--were identified by staff as the two most important factors that will allow the College to accomplish its mission and purposes (North Central Questionnaire, August 1997). A willingness to communicate effectively within the College and to be responsive to community needs and state-wide initiatives will provide the College with the ability to remain an effective educational institution.

Assessment of Institutional Effectiveness

Kishwaukee College subscribes to the CQI model of institutional effectiveness. This circular model is a dynamic plan that spirals in response to the various forces that have an impact on the institution. Our commitment to this plan is manifested through activities such as the annual planning process, the assessment program, a recent staff survey, and the program review process. We also employ placement testing of incoming first-year students, Educational Testing Service (ETS) Academic Profile testing, degree portfolios for graduates, and multiple student surveys.

As articulated in Criterion Three, the institution accomplishes its educational and other purposes based on our College mission. The Assessment Committee was established in 1992 for the purpose of enhancing and ensuring quality education for the community. In curriculum and instruction, assessment; student services; staff development; public and community education services; and regional business education, Kishwaukee College has mechanisms in place to support its mission.

Annual Plans

Each unit of the College develops an annual work plan following the CQI model. Each plan provides focus for the units in developing long and short term goals. By developing and following annual plans, individual units are able to identify needs, set goals, secure resources, and monitor progress.

Assessment Program

The Assessment Committee was charged with the responsibility of developing a comprehensive assessment program to measure institutional effectiveness. This committee researched and developed a detailed College-wide assessment plan. The plan was approved by the College's Board of Trustees and accepted by the North Central Association in 1995. Since that time, all units of the College have been gathering data and evaluating results in areas that each unit has identified as important in meeting their stated objectives. Each unit is required to submit an annual assessment report to the Assessment Committee. The units are in the process of regularly evaluating the results in order to use them as a basis for needed change.

North Central Questionnaire

As already noted, the NCA Self-study Steering Committee authorized a questionnaire of Kishwaukee College faculty, professional staff, and selected support staff in August

1997. When asked how we can continue to promote and strengthen assessment/educational effectiveness, faculty, and professional staff responses focused on four key areas:

- monitor and revise the evaluation process (30%);
- compile and publish data to improve productivity/staff development (21%);
- enhance growth, raise academic standards (14%); and
- improve communication and responsiveness (14%).

Program Review

Each occupational degree and certificate program offered by the College is reviewed every five years as part of the College's ongoing commitment to excellence as well as Illinois Community College Board (ICCB) approval for individual programs. Program strengths and opportunities for improvement are integrated into the annual planning cycle.

Placement Assessment

At the point of entry, all full-time students and part-time students wishing to take English and mathematics classes are required to take three standardized placement tests. This is a consistent, systematic means of assessing students for appropriate levels of introductory course work. Academic competency in English usage, reading, and mathematics is evaluated, and the scores are used to determine course placement in these academic areas. Counselors and academic advisors interpret the results to the students. This system helps to assure that incoming students have the requisite skills for academic success.

Academic Profile

In 1995, Kishwaukee College contracted with Educational Testing Services (ETS) to administer evaluative instruments to incoming freshmen students and graduating transfer students. The purpose of this testing is to determine that learning is taking place and to validate that transfer students are leaving Kishwaukee College prepared to compete with native university students. Based on the assessments completed thus far, both goals are being met. Use of this tool allows the College to continue to monitor cohort progress over time. Further, this process heightens the credibility of Kishwaukee College with transfer institutions.

Degree Portfolios

As part of the organized assessment effort at Kishwaukee College, degree portfolios are being required for spring 1998 A.A. and A.S. degree graduates. Students are required to provide examples of their early works to demonstrate initial academic skills, examples of later papers, and short essays to reflect on the changes. This process is an example of a College effort to evaluate how students view their educational progress in an ongoing, comprehensive manner. In keeping with the institutional commitment to continual quality improvement, the annual review of the portfolios will provide data for fine-tuning instructional efforts.

Student Surveys

In 1997, graduates and nonreturning students were surveyed about satisfaction with the College. According to a satisfaction survey of over 170 students by our Student Services Department, 95% of the respondents indicated that they would choose Kishwaukee College again if they decided to seek additional education or training.

ICCB Occupational Follow-up Surveys of program graduates were received from 170+ students for FY1997. These students expressed overwhelming satisfaction with the College. Additionally, Kishwaukee College has adapted the ICCB survey for use with transfer graduates. These students, too, were overwhelmingly satisfied with the quality of education received at the College.

Summary

We, at Kishwaukee College, maintain a strong commitment to our community, to our students, and to quality improvement. Resources, planning, activities, and assessment processes are all oriented toward the future. We have a sound history from which we have developed clear direction and implemented realistic plans. Using CQI, we anticipate a continuing upward spiral of assessment and accountability.

Summary of Strengths, Challenges and Recommendations

Strengths

1. The College has successfully completed its current master plan for construction. In looking to the future, the College Board of Trustees has approved the establishment of a committee for the planning of future facilities.

2. The College adequately communicates information about institutional planning.

3. A newly-authorized Strategic Plan, developed with extensive input from all sectors of the College, will enhance planning and flexibility in decision-making.

4. For the past six years, budget hearings have been used to allow input for planning and decision-making.

5. Financial resources have been enhanced by the rapid growth of the district, modest increases in tuition rates, and fund-raising.

6. Numerous advisory committees, public contacts, and student surveys are used to monitor programs and to suggest changes.

7. Partnerships are used to enhance program development, improve community outreach, and increase financial resources.

8. The hiring procedures allow the College to replace faculty with qualified candidates.

9. The office of institutional research and reports was created and will enhance accountability.

10. A student assessment process has been developed to provide input for instructional goals.

11. The CQI model of institutional effectiveness allows for flexibility and adjustments.

12. The College has demonstrated flexibility in responding to community needs in a timely manner.

Challenges

1. The College needs to continue to plan for our rapidly changing demographics.

2. The implementation of the Strategic Plan should include methods to track outcomes.

3. More collaborative decision-making requires participation from all sectors of the College.

4. A proactive approach is important in identifying technology needs and changes.

5. Off-campus locations need to be more accessible to individuals with physical disabilities.

6. Off-campus courses need to have adequate technology for teaching and learning.

7. There needs to be consistent hiring, training, and evaluation procedures for all College employees.

8. Part-time faculty need to be provided with training and support necessary to complete their teaching assignments.

Recommendations

1. A community needs assessment is necessary for planning purposes. (Strategic Plan)

2. The College needs to develop a coordinated human resource plan. (North Central Questionnaire, Strategic Plan, and Institutional Priorities)

3. The staff performance evaluation process needs to be updated and monitored. (Strategic Plan)

4. Training of all employees in the use of technology is a priority. (Technology Plan)

5. The College needs to promote its interests through the legislative process. (Institutional Priorities)

6. Other areas of the College should consider expanding the advisory committee structure when external input is critical. (North Central Questionnaire)

7. Marketing activities to enhance the College image is critical to the College's efforts in recruitment and public information. (North Central Questionnaire, Strategic Plan, and Institutional Priorities)

8. The impact of staff turnover and retirement needs to be assessed.

Integrity

CRITERION FIVE

"The institution demonstrates integrity in its practices and relationships."

The Criterion Five subcommittee was established to identify and consider patterns of evidence which would determine if Kishwaukee College functions with integrity in all of its operations and relationships. The committee chose to include the concept of integrity as a part of the North Central Questionnaire distributed to all faculty, all professional staff, and selected support staff members in August 1997. The first task was to define integrity. Each respondent was asked to define integrity as he or she perceives it to be related to Kishwaukee College. In addition, a list of College functions, services, and activities was included, and each person was asked to indicate the degree to which these items demonstrate integrity. Following the survey, the committee met to consider the responses and to develop a definition of integrity for purposes of the NCA study. The following definition was developed after several meetings of the Criterion Five subcommittee and with input from the NCA Steering Committee:

College matters are conducted in an honest and accountable manner. Its actions reflect sound ethical values and principles which are widely accepted by the academic community and which adhere to all civil and legal codes of conduct.

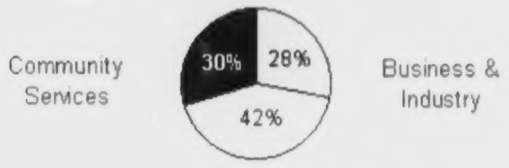
After receiving and analyzing input from the College community, the committee chose to analyze six patterns of evidence in order to demonstrate how the College conducts itself in each area. These patterns of evidence follow: collaborative efforts, College publications, student accessibility, fiscal responsibility, internal policies and procedures, and compliance with the Higher Education Reauthorization Act. Within each pattern, several specific areas were assessed and analyzed.

Collaborative Efforts

Kishwaukee College has always been committed to establishing and maintaining collaborative efforts with many different educational institutions, businesses and industries, and community service organizations. These partnerships are strong indications of the trust and confidence that we have engendered with our constituents. In order to increase programs and services and make effective use of resources, we have relied even more heavily upon collaborative efforts.

Figure 10

Total Collaborations



Education

The committee distributed a questionnaire to all College units and departments in order to document partnerships, alliances, and collaborative efforts; one hundred and six different partnerships and alliances were identified. As Appendix T shows, these efforts include partnership with educational institutions, businesses, churches, and other community organizations all of which make possible an expansion of the educational opportunities the College can offer to its students. It is important to note that most of the partnerships and alliances are long-standing and oral in nature.

College Publications

The committee chose to consider College publications and whether those publications accurately convey programs and courses offered to students. Integrity demands that publicized offerings be consistent with actual offerings. Several areas were considered in light of this dictum.

College Catalog versus Actual Offerings

Every course listed in Kishwaukee College's 1997-98 catalog was compared with courses approved by the Illinois Community College Board for credit-hour funding. There were no discrepancies between the College catalog and the ICCB listing of approved courses. Each course offered by the College was then compared to the current catalog, a comparison which produced a list of courses that had not been taught since 1992. The instructional deans reviewed this list and provided the committee with various reasons why certain courses had not been offered since 1992. In most cases, if a student wished to take a course not recently offered, it would be provided on an individualized study basis in order to meet the needs of that student. Continual evaluation of courses and appropriateness for programs and individual College offerings is an ongoing process and has kept the catalog up to date.

Department Brochures

Some minor discrepancies were found when we reviewed accuracy of department brochures compared to program requirements. The committee suggests that future brochures include a printing date. In addition, brochures will be reviewed annually to ensure accuracy of information. Inaccurate brochures will be updated.

Course Syllabi

The College has always considered course syllabi to be of the utmost importance in accurately conveying course content, outcomes, grading procedures, and other requirements to students. Syllabi for credit courses are on file and can be reviewed by students prior to enrolling in classes. A syllabus guideline sheet, which both full- and part-time instructors follow, has been developed and is used campus-wide. All faculty receive a staff development session on syllabus preparation and, if necessary, a mentor is assigned to assist new instructors in syllabus preparation. Instructional deans require faculty to submit class syllabi each semester. Supervisors conduct a periodic, random evaluation of these syllabi. We believe that updated and accurate course syllabi are the major reason for there being only three formal grade appeals from 1993-1998 at Kishwaukee (see Table 23).

Table 23 Formal Grade Appeals	
1997-98	0
1996-97	2
1995-96	1
1994-95	0
1993-94	0

Source: Academics Standards Committee

Student Accessibility

Academic Accessibility

Kishwaukee College operates with an open-door admission policy and works very diligently to enroll any serious student. All in-district residents are allowed to take courses if they are high school graduates or equivalent (GED completers) or those who are at least 18 years of age during the first semester of enrollment. Those who are younger than age 18 need a written statement from their high school principals to register in credit courses and programs. Some programs, however, have additional specific requirements for admission. Placement tests are required for enrollment in certain programs such as Nursing, Radiologic Technology, and Therapeutic Massage. Also, students on F-1 visas must meet special requisites. The College offers a large number of developmental classes to allow students to increase their skill levels for enrollment in certain College courses and programs. The Learning Skills Center employs both professional and student tutors to assist students in classroom activities. These efforts, coupled with the services to assist students with disabilities including learning disabilities, result in complete academic accessibility to Kishwaukee College.

Accessibility for Students with Special Needs

Over the years, the College has been concerned about physical accessibility to some areas of the buildings. Since the late 1980's Kishwaukee has spent approximately one million dollars to provide physical accessibility to all areas of the campus.

In 1993, the College performed an Americans with Disabilities Act self-evaluation which resulted in a transition plan that has been implemented. The plan was the result of more than 40 staff members completing an evaluation and making suggestions for improvements.

Kishwaukee provides support services, such as tutors and guides for students with disabilities; these services are funded through normal College operations. Capital purchases, such as special computers, are made when students with disabilities require them. An annual report on underrepresented groups prepared by the Student Services staff provides information about students with disabilities enrollments for the last several years. As the number of students with disabilities increases, the funds needed to provide accommodations will increase; the College is committed to serving these students. Kishwaukee's integrity concerning student physical accessibility is exemplified both in policy and in the appropriation of funds that ensure consistency between a stated open-door policy and an actual open-door environment. No student who can benefit from any of the College's offerings has been denied access because of physical disabilities.

Geographic Accessibility

Kishwaukee's campus is located very close to the geographic center of the 815-square-mile district. The farthest any in-district student needs to travel to attend classes on campus is about 30 miles. The College also offers courses closer to students' homes. In 1997, courses (credit and noncredit) were offered in 56 different locations throughout the College district. Kishwaukee takes pride in its ability to offer any course, any place, any time, whether it be in a school, hospital, business, church, park district, or senior center, and has demonstrated a successful history of doing so. Distance learning courses further augment the College's outreach efforts and will provide more additional opportunities for growth. See Appendix U for a listing of off-campus locations.

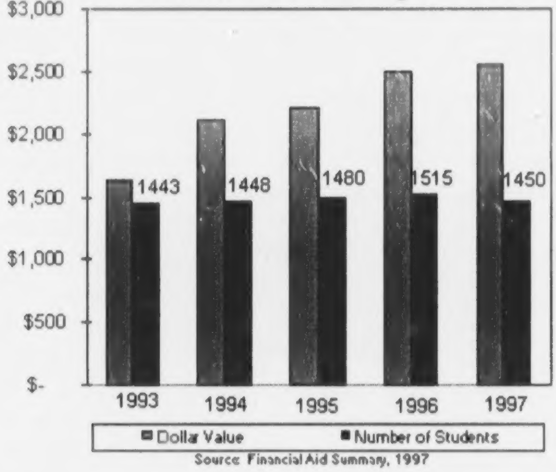
Financial Accessibility

The College is committed to holding down costs for students. The Board's commitment is to maintain tuition and fees at or below the state average, and it has accomplished this goal throughout the College's history.

Even low tuition and fees are relative to people's ability to pay, and in order to provide the opportunities of higher education, Kishwaukee has staffed a comprehensive financial aid office. During the 1996-97 year, to meet the increasing demand for services, the

College hired a financial aid processing specialist. In addition, the Kishwaukee College Foundation has accumulated funds in excess of $250,000 for the specific and restricted purpose of providing scholarships to students. In FY97, 1,450 students received over 2,700 financial aid awards totaling $2,552,541. (See Figure 11) Furthermore, the College has implemented a delayed payment option which allows students to register for classes and pay at a later date. Kishwaukee accepts credit card payment for tuition, fees, and bookstore purchases. Also, the College's student refund policy is very liberal in providing all or partial refunds even after classes have begun.

Figure 11
Financial Aid Summary



Source: Financial Aid Summary, 1997

An example of the College and its staff going the extra mile is the effort by Student Services and Business Office personnel to inform students and assist them in utilizing the various tuition and fee scholarship programs which are a part of the Tax Relief Act of 1997. Because of the lateness of IRS regulations and confusion on the part of students and parents concerning those regulations, Kishwaukee Business Office staff allowed early spring semester registrants to delay payment for the spring semester until January 5, 1998. This allowed the students to receive a tax credit for the spring semester tuition. Every student who had registered and paid for spring classes prior to January 1, 1998, was contacted directly by the Business Office and provided a full refund with a guarantee of being able to re-register after January 1. This allowed all students to receive a tax credit from which they otherwise would not have benefitted. Also, fliers describing the potential tax advantages were made available to students in every class during the final week of the fall 1997 semester. The College's desire was that every Kishwaukee student attending classes during the spring 1998 semester would be able to take advantage of this legislation, despite the late communication by the Internal Revenue Service. This is but one example of Kishwaukee going beyond what is required legally--to do the right thing.

In addition to espousing an open-door policy for students, Kishwaukee works very diligently in providing full accessibility. The academic, physical, geographic, and financial accessibility to Kishwaukee College results in students being limited only by their desire and potential.

Fiscal Responsibility

Fiscal integrity as it applies to taxpayers in the community is evidenced throughout the history of local property tax extensions filed by the institution. When the College was established by area voters in 1967, it was authorized to levy an operational tax rate of only 12.5 cents. It soon became apparent that this rate would be insufficient to allow the College to progress as it should. In 1972, College officials asked voters to approve an increase of 10 cents to a total of 22.5 cents. The voters were assured by College representatives that the College would not immediately levy at its new maximum rate until it became absolutely necessary to do so. The referendum passed, and the College did not levy at the new 22.5 cent rate until 1982, a full ten years after passage of the referendum. The College then levied at its maximum rate for four years before going to the voters for approval of another rate increase in 1986. Once again, the voters were advised that the College needed new taxing authority and promised that any new maximum levy authorized would not be reached until absolutely necessary. The voters again passed another referendum increasing the maximum rate by another 12.5 cents to a total of 35 cents. Since that referendum in 1986, the promise has been kept, and the College is still not taxing at its maximum rate. During the 25-year period from 1972 through 1997, the College taxed at its maximum authorized rates only during the four-year period of 1982 through 1985. More importantly, it kept its promises.

Internal Policies and Procedures

Actions and conduct that demonstrate institutional integrity must begin at "home" and reflect the true character of an institution. Integrity is reflected in various College documents, including the catalog and policy manual, as well as various policies and practices that pertain to students and employees. These policies and procedures indicate compliance with all local, state, and federal mandates involving everything from nondiscrimination to appropriate grievance procedures to resolve issues or conflicts.

As indicated throughout the self-study, Kishwaukee College has an open admission policy for students, but just as important is the open-door policy that is extended to all staff and faculty members. Any individual in the College community is able to reach any administrator, including the president, by either calling and asking to speak with the requested individual or just stopping by the office. No screening of calls or visitors takes place, and to the extent that any member of the administration is available, a call will be placed directly to that person's office.

Students

The College's admissions policy, academic regulations, policy for incomplete grades, grade appeal procedures, and grievance procedures for students are clearly and consistently publicized in several different documents. In addition, the Student Code of Conduct and Discipline is also publicized in several places, including the College catalog, with a detailed description of the procedure that the Committee on Student

Conduct and Discipline follows when necessary. Over the years, there have been very few situations when that committee has needed to convene to rule on an issue. In the majority of cases, the College has arrived at successful informal resolutions. There has been no litigation brought by students against the College.

There are many reasons for student satisfaction with the College. Students are afforded many opportunities to provide feedback to College staff about education and services. The College reads and, when appropriate, responds to the suggestions for improvement that students provide. This attention results in the College's practice of Continual Quality Improvement (CQI) being extended to the students as well as to the staff. Based on the recent Graduate and Satisfaction Surveys, over 90 percent of students indicate a high degree of satisfaction with the education they receive.

Employees

If integrity begins early with students, it must begin even sooner for employees interacting with one another. The College maintains documented policies and procedures, faculty and support staff contracts, and compliance with statutory mandates. Integrity here is based on a desire to avert legal intervention to resolve issues within the College. Historically, the College has been able to address controversy at its source. Following is a review of contracts, policies, and procedures used to promote fairness while retaining the integrity of the College.

For internal governance of staff, Kishwaukee College utilizes a campus-wide policy manual and a procedures manual. Collective bargaining agreements exist with the faculty and support staff. The president addresses union grievances prior to arbitration. Furthermore, the vice president serves as the affirmative action officer; this office is committed to compliance with all state and federal regulations.

The policy manual, as indicated earlier in the study, is a document approved by the Board of Trustees and addresses a broad scope of institutional policies including organization, employees, students, and grievances. The manual is updated as policies are modified or added by the Board of Trustees.

The procedures manual is a document maintained by the administration and distributed to employees to facilitate implementation of policy. The procedures manual is updated on a periodic basis.

Kishwaukee College maintains two bargaining unit relationships. The current four-year agreement between the Board of Trustees of Kishwaukee College Community College District No. 523 and Kishwaukee College Education Association will expire in August 1999. The current four-year agreement between the Board of Trustees of Kishwaukee College Community College District No. 523 and Kishwaukee Council of Support Staff, Illinois Federation of Teachers/American Federation of Teachers will expire in June 2001. These agreements outline the working conditions and terms of employment between the College and the two units. Both formally and informally, the College encourages parties to settle issues as early as possible, at the lowest level possible. Since collective bargaining and formal grievance procedures for union contracts were adopted at the College in 1984, there have been fewer than five formal grievances which have reached the highest level of internal review. Only one grievance reached the level of arbitration, and it was resolved prior to a ruling.

While the College takes pride in the collegiality of its staff, we also recognize that no organization has perfect harmony. Although the College fully understands that integrity cannot be legislated or required, the administration and supervisory staff are encouraged to participate in staff/personal development activities. Some of the activities which have focused on workplace issues include: nonverbal communication, cultural diversity, employee recognition, awards, conflict resolution, and open forums with administrators. College officials believe that participation in these programs will lead to greater feelings of collegiality, improved two-way communication, and a greater appreciation of different viewpoints and perceptions.

Compliance with Higher Education Reauthorization Act

The NCA requires institutions to address their compliance with the 1992 Amendments to the Higher Education Reauthorization Act. Most aspects of the act have been addressed previously and indicate Kishwaukee's total compliance. Kishwaukee College receives Title IV funds, and each year the College's external auditor provides a complete audit of Title IV programs. There have been no exceptions noted by the auditor, and the College's default rate on student loans has continued to decline. Although the annual default rate varies, the FY95 official cohort default rate was 11.9 percent on federal family education loans (FFEL). (See Table 24) The College will continue to take efforts to reduce the default rate even more and to be sure students understand their responsibilities to repay at the time the loan is made.

Table 24 Federal Family Education Loans Cohort Default Rate

Fiscal Year	# of Borrowers Entering Repayment	# of Borrower in Default	Official Default Rate
FY91	161	30	18.6%
FY92	150	16	10.7%
FY93	169	33	19.0%
FY94	151	22	14.6%
FY95	185	22	11.9%

Conclusion

Six areas were analyzed in order to provide patterns of evidence of Kishwaukee College's demonstration of integrity. Those areas include collaborative efforts, College publications, student accessibility, fiscal responsibility, internal policies/procedures, and compliance with the Higher Education Reauthorization Act. When these areas are considered, it is apparent that Kishwaukee College expects integrity and practices it. Integrity truly underlies the foundation of the College and makes the College accountable and responsible to the district which it serves. Various strengths of the College are summarized below, as well as challenges and recommendations. In a general way, the greatest strength of the College is the integrity with which its employees conduct themselves, and the most important challenge is to continue to demand, expect, and practice honesty and integrity in all of its operations.

Strengths

1. Partnerships and alliances are an integral part of the College's operations.

2. Adequate and appropriate College syllabi clearly convey course content and expectations.

3. The College demonstrates commitment to student accessibility in all areas;

4. Kishwaukee College does not levy taxes beyond that which is necessary to fund College operations in a given year.

5. Internal policies and procedures for students and staff are effective.

Challenges

1. Efforts must continue to maintain and increase student accessibility to the College in all areas.

2. Efforts must continue to improve internal relationships.

3. The College will keep all publications accurate and up to date.

Recommendations

1. Program brochures will be reviewed annually, and a printing date will be included.

2. The College will continue to take efforts to reduce the student loan default rate.

3. The administration will continue to update the procedures manual.

Conclusion and Request for Continued Accreditation

Overall Strengths, Challenges, and Recommendations

Overall Strengths

1. The mission is considered in College planning, budgeting decisions, assessment activities, and efforts in Continual Quality Improvement.

2. People from across the campus and the community contributed to the development of the mission statement and are thus vested in it.

3. The purposes indicate that students are the priority at Kishwaukee College.

4. All College purposes are of equal importance.

5. Student outcomes for college programs and individual courses are clearly defined and connect to the College purposes.

6. The College's organizational structure is very effective for carrying out its stated mission and purposes.

7. The staff is highly qualified, and there are a sufficient number to support the College's mission.

8. Staff have the opportunity for input on a broad range of issues through the College's established and special/ad hoc committees.

9. The well-maintained facilities and grounds provide a wholesome, positive atmosphere for students and staff to carry out the activities of the College.

10. Because the College has no debt and practices prudent fiscal management, there is strong local taxpayer support of the College.

11. The Kishwaukee College Foundation has been active in supporting a cross-section of needs.

12. All professional staff are involved in the assessment program.

13. The College is becoming more reliant on data-based decision-making and as a result there is better utilization and development of College reports.

14. Faculty are instrumental and active in developing and modifying the College curricula.

15. The curricula are routinely evaluated and revised.

16. Staff development efforts are being supported by a variety of means by the College.

17. The College adequately communicates information about institutional planning.

18. A newly-approved Strategic Plan, developed with extensive input from all sectors of the College, will enhance planning and flexibility in decision-making.

19. Numerous advisory committees, public contacts, and student surveys are used to monitor programs and to suggest changes.

20. The office of institutional research and reports was created and will enhance accountability.

21. The CQI model of institutional effectiveness allows for flexibility and adjustments.

22. The College has demonstrated flexibility in responding to community needs in a timely manner.

23. Partnerships and alliances are an integral part of the College's operations.

24. Adequate and appropriate College syllabi provide good communication to students regarding courses.

25. The College is committed to student accessibility in all areas.

26. Kishwaukee College does not levy taxes beyond that which is necessary to fund College operations in a given year.

Overall Challenges

1. The mission statement should be revised again to include references to a) the College as an agent for change and improvement in the community; b) the College's important role in the economic development of the community and individual students; and c) the College's role in preparing student for future studies at other institutions.

2. The staff, students, and the community need to be periodically informed of the College purposes and their importance to Kishwaukee College.

3. The College needs to recruit qualified minority staff.

4. The College needs to use available data on campus in order to plan for or make decisions concerning campus human, physical, or financial resources.

5. Services need to be expanded for special needs students, particularly those with physical disabilities.

6. We need to use the data from our A.A. and A.S. graduate portfolios to modify general education curriculum.

7. Student Services needs to fully implement its NCA assessment plans to provide better data for decision-making.

8. There should be increased communications among instructional areas and the Learning Resources Center to better provide appropriate materials to students.

9. We need either a structure or a process for improving the internal communication between ABE, CES, and BID center.

10. More collaborative decision-making requires participation from all sectors of the College.

11. Part-time faculty need to be provided with training and support necessary to complete their teaching assignments.

12. Efforts must continue to improve internal relationships.

Overall Recommendations

1. The mission and purposes need to be reviewed and revised on a regular basis.

2. College staff will administer ETS Community College Goals Inventory to advisory committees and community members to determine if the public's perception of our purposes coincides with the purposes as stated in the catalog.

3. College staff will continue to develop procedures, materials, and staff development activities and provide access to information related to retirement and benefits.

4. College staff will continue to review evaluation procedures for nonbargaining professional staff.

5. College staff will improve campus-wide dissemination of assessment reports.

6. Benchmarks for the assessment program need to be established for all units in the assessment program.

7. A community needs assessment is necessary for planning purposes.

8. Because it's a priority, the College will continue to train employees in the use of technology.

9. Other areas of the College should consider expanding the advisory committee structure when external input is critical.

10. Marketing activities to enhance the College image is critical to the College's efforts in recruitment and public information.

11. Program brochures will be reviewed annually and a printing date will be included.

Conclusion

The foregoing document is the culmination of a three-year period of self-analysis and self-reflection of the operational policies, practices, and processes used by Kishwaukee College to carry out its mission. This self-study has already led to important institutional changes and will continue to serve as part of our ongoing efforts to improve quality. It will not be shelved and forgotten.

Because both the College and the community are growing, we will have challenges aplenty in the years to come. Nonetheless, we are confident that by working together, the College and the larger community can successfully meet those challenges. Our confidence is a result of having utilized strategic planning in arriving at a vision of our future, a vision that relies heavily upon using our human and fiscal resources wisely. We believe that our past efforts have been laudable and have either met or exceeded the expectations of our community and our students. We can see the progress that we have made and, with the self-renewal that this type of analytical process provides, we believe that we can rise to the demands that lie ahead. Through this process we realize how we have grown and see the potential to provide leadership in the community.

We believe the analysis that this NCA study affords verifies that Kishwaukee College really is a dynamic institution, one that has responded to the evolving needs of its various constituencies while maintaining a consistently high level of programs, instruction, and services. We furthermore believe that this document and its appendices fulfill the General Institutional Requirements as set forth by the NCA and that the self-study shows that we meet the five evaluative criteria.

We are more than a set of buildings. We are more than a learning community. We are more than building blocks to the future. We ARE the future for a significant portion of people that we serve.

Hoping that the North Central Association of Colleges and Schools will share our views, we respectfully submit this evidence and our request for an accreditation period of ten additional years.

Conclusion and Request for Continued Accreditation

Overall Strengths, Challenges, and Recommendations

Overall Strengths

1. The mission is considered in College planning, budgeting decisions, assessment activities, and efforts in Continual Quality Improvement.

2. People from across the campus and the community contributed to the development of the mission statement and are thus vested in it.

3. The purposes indicate that students are the priority at Kishwaukee College.

4. All College purposes are of equal importance.

5. Student outcomes for college programs and individual courses are clearly defined and connect to the College purposes.

6. The College's organizational structure is very effective for carrying out its stated mission and purposes.

7. The staff is highly qualified, and there are a sufficient number to support the College's mission.

8. Staff have the opportunity for input on a broad range of issues through the College's established and special/ad hoc committees.

9. The well-maintained facilities and grounds provide a wholesome, positive atmosphere for students and staff to carry out the activities of the College.

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Hoping that the North Central Association of Colleges and Schools will share our views, we respectfully submit this evidence and our request for an accreditation period of ten additional years.

APPENDIX A

NORTH CENTRAL QUESTIONNAIRE

All teaching faculty and other professional staff are requested to complete this questionnaire as a part of our self-study. The questions on this survey have been independently drafted by the five criterion subcommittees and have been reviewed by the Steering Committee. The questions below that are related to Criteria One, Two, and Three are designed to verify findings, questions, or concerns that the subcommittees have gleaned as they wrote each of the draft chapters. The questions for Criteria Four and Five are more open ended as these subcommittees have just begun their work.

Questionnaire results will be shared with each of the five subcommittees as they continue in their work toward completing the self-study. Comments are welcomed and appreciated regarding any of the five sections. Use the back of this instrument if necessary.

This survey is to be returned to **DIANE MCNEILLY** not later than ***August 21 for faculty*** and not later than ***August 29 for all other professional staff.***

CRITERION ONE - The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

	Yes	No	Don't Know
1. The Mission and Purposes can be found			
a. In the catalog	☐	☐	☐
b. In the class schedule	☐	☐	☐
c. On the Internet	☐	☐	☐
d. On Kishwaukee College letterhead	☐	☐	☐
e. Publicly displayed in the building	☐	☐	☐
f. On Kishwaukee College's View Disk (CD-ROM)	☐	☐	☐
2. The Mission and Purposes			
a. Provide a direction for the College assessment program	☐	☐	☐
b. Provide a basis for the College strategic planning	☐	☐	☐
c. Guide individual department decision-making	☐	☐	☐
d. Include outcome statements in the following areas:			
Transfer Programs	☐	☐	☐
Occupational Programs	☐	☐	☐
Developmental Programs	☐	☐	☐
Public Service Programs	☐	☐	☐
General Education	☐	☐	☐
Student Services	☐	☐	☐
Personal Development	☐	☐	☐
e. Should be reviewed and revised periodically	☐	☐	☐

Comments on Criterion One: ____________________

APPENDIX A
(Continued)

CRITERION TWO - The institution has effectively organized the human, physical and financial resources necessary to accomplish its purposes.

	Yes	No	Don't Know
3. The College has effectively organized the human, physical, and financial resources necessary to accomplish its purposes.	☐	☐	☐
4. The College is governed by a board of informed people who understand their responsibilities and function in accordance with stated board policies.	☐	☐	☐
5. The College's organizational structure is:			
a. well-defined	☐	☐	☐
b. has led to effective administration	☐	☐	☐
6. Overall, the administration is experienced and qualified to oversee the College's policies, procedures, and activities.	☐	☐	☐
7. The College's employment procedures, which include hiring, mentoring, staff development, and evaluation, are effective and efficient in:			
a. employing qualified staff	☐	☐	☐
b. retaining qualified staff	☐	☐	☐
8. Faculty possess the appropriate degrees and/or experience for the courses they teach.	☐	☐	☐
9. The ratio of full- and part-time faculty in the career/transfer programs is appropriate.	☐	☐	☐
10. The College governance system provides opportunities for staff input into decision-making.	☐	☐	☐
11. The College's facilities are adequate to provide a positive learning/working environment.	☐	☐	☐
12. Equipment and furnishings adequately support teaching, learning, and staff responsibilities.	☐	☐	☐
13. Off-campus sites used by the College are adequate.	☐	☐	☐
14. The management of financial resources maximizes the College's capability to meet its purposes.	☐	☐	☐
15. There are a sufficient number of students enrolled to meet the College's educational purposes.	☐	☐	☐

APPENDIX A

(Continued)

	Yes	No	Don't Know
16. Learning resources/support services support the College's purposes, facilitate students' access to programs, and affords them with the opportunity to succeed with regard to specific resources/support services:	[ ]	[ ]	[ ]
Learning Skills Center			
Learning Resources Center	[ ]	[ ]	[ ]
Library	[ ]	[ ]	[ ]
Media Services	[ ]	[ ]	[ ]
Gallery			
Student Services	[ ]	[ ]	[ ]
Admissions/Registration/Records	[ ]	[ ]	[ ]
Counseling and Student Development	[ ]	[ ]	[ ]
Financial Aid	[ ]	[ ]	[ ]
Transfer Center	[ ]	[ ]	[ ]
Preschool	[ ]	[ ]	[ ]
Athletics	[ ]	[ ]	[ ]
Special Programs	[ ]	[ ]	[ ]
Employment Resource Center	[ ]	[ ]	[ ]
Bookstore			

Specific additional comments about Criterion Two (resources) or issues related to the College's resources: ____

____

____

CRITERION THREE - The institution is accomplishing its educational and other purposes.

Assessment:	Yes	No	Don't Know
17. Do you understand how the assessment program works at the College?	[ ]	[ ]	[ ]
18. Are you using the CQI process to improve your teaching/job responsibility?	[ ]	[ ]	[ ]
19. Related to your assessment unit area, are you involved in:			
a. development of unit objectives?	[ ]	[ ]	[ ]
b. development of unit criteria?	[ ]	[ ]	[ ]
c. collection of data?	[ ]	[ ]	[ ]
d. reporting/discussing results?	[ ]	[ ]	[ ]
20. Is the assessment program at the College faculty driven?	[ ]	[ ]	[ ]

APPENDIX A

(Continued)

Curriculum:

	Yes	No	Don't Know
21. Is the faculty at the College appropriately involved in the development and modification of curriculum?	☐	☐	☐
22. The students in our career/transfer programs are:			
a. mastering - writing	☐	☐	☐
- reading	☐	☐	☐
- speaking	☐	☐	☐
- listening	☐	☐	☐
- numeracy	☐	☐	☐
- thinking	☐	☐	☐
b. exposed to - cultural diversity			
- global issues	☐	☐	☐
- technology	☐	☐	☐
- exploration of computers	☐	☐	☐
- emerging technologies	☐	☐	☐
23. The College curriculum is meeting the goals of students enrolled in:			
a. transfer programs	☐	☐	☐
b. occupational programs	☐	☐	☐
c. general education classes	☐	☐	☐

Professional Development:

24. Is staff development related to job performance encouraged for College employees ?	☐	☐	☐

If No, how could it be improved? ______________________________

____

25. Is job-related staff development for College employees supported?	☐	☐	☐

If No, how could it be improved? ______________________________

____

26. Have you participated in staff development in the last year on or off campus?	☐	☐	☐

Community Programs and Service:

27. Are you aware that the following are programs and services offered by the College to the community:	☐	☐	☐
Community Education and Services	☐	☐	☐
Adult Basic Education			

APPENDIX A
(Continued)

27. (Continued)

	Yes	No	Don't Know
Business and Industrial Development	☐	☐	☐
Library/Media Services	☐	☐	☐
Small Business Development Center Job Fair	☐	☐	☐
TriCounty Community Health Center	☐	☐	☐
Art Gallery	☐	☐	☐
Child Care	☐	☐	☐
Employment Resource Center	☐	☐	☐
Other: ____________________	☐	☐	☐

Student Services:

28. Which of the following student services are offered by the College?

Wellness Center	☐	☐	☐
Transfer Center	☐	☐	☐
Academic Advising	☐	☐	☐
Individual Counseling	☐	☐	☐
Child Care	☐	☐	☐
Extra Curricular Activities	☐	☐	☐
Adult Student Connection	☐	☐	☐
Career Planning Services	☐	☐	☐
Financial Aid	☐	☐	☐
Job Placement	☐	☐	☐
Student Clubs	☐	☐	☐
Learning Skill Center	☐	☐	☐
Library/Media Services	☐	☐	☐
TriCounty Community Health Center	☐	☐	☐
Computer Laboratories	☐	☐	☐
Personal Development Workshops	☐	☐	☐
Career Day	☐	☐	☐
College Night	☐	☐	☐
Job Fair	☐	☐	☐
Career Counseling	☐	☐	☐
Book Store	☐	☐	☐
Business Office	☐	☐	☐
Food Service	☐	☐	☐
Admissions/Records/Registrations	☐	☐	☐

Specific comments for Criterion Three: ______________________________

____

____

____

____

APPENDIX A

(Continued)

CRITERION FOUR - The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

	Yes	No	Don't Know
29. Does the College communicate information to you about institutional planning?	[ ]	[ ]	[ ]
30. Does the College communicate information to you about institutional decision-making?	[ ]	[ ]	[ ]
31. Does the College communicate information to you about institutional budgeting?	[ ]	[ ]	[ ]

32. List any College-wide, departmental, and committee planning/decision-making processes with which you are involved:

33. Which area(s) do you think could benefit from a change in planning, decision-making, and budgeting processes? Please elaborate on your response.

34. What is the one best process currently in place that allows the College to be responsive to changes in the community's educational needs?

35. How should this institution continue to accomplish its mission and purposes as society's instructional needs change?

36. How can we continue to promote and strengthen assessment/educational effectiveness?

Comments directly related to Criterion Four:

CRITERION FIVE - The institution demonstrates integrity in its practices and relationships.

37. The evaluation team will examine whether the College acts with integrity in the areas identified by the College. Please define the word "integrity" as you think it should be defined in the self-study.

38. Four to six functions or operations of the College will be considered in this chapter. Please indicate if you believe a particular function/operation should be a part of the chapter. Indicate why the function/operation should be included within the parameters of College integrity. If you think there are other areas that should be included, please list them and provide a rationale.

Marketing of products and services

Access and diversity

Course/program accuracy as stated in the catalog

APPENDIX A
(Continued)

Partnerships/alliances

Student financial assistance

Academic advisement

Commitment to community

Policies and practices regarding nondiscrimination, sexual harassment, privacy, Americans with Disabilities Act, etc.

Professional development of employees

Internal disputes and due processes

APPENDIX A

(Continued)

Other areas not listed above and rationale ______________________________

____

____

Other comments/questions directly related to Criterion Five ____________________

____

____

____

____

____

(Use other side if necessary)

APPENDIX B

KISHWAUKEE COLLEGE
Tentative
NCA Self-study Time Line and Schedule

Modified 7/3/98

DATE	ACTIVITY	COMPLETED
Fall 1992	Assessment Committee appointed and begins development of institutional assessment plan	
Fall 1994	Assessment plan initiated	
Spring 1996	President appoints NCA Self-study Coordinator	Spring 1996
Spring 1996	Self-study coordinator attends NCA conference - attends workshops and views other self-studies	Spring 1996
Spring 1996	Information meeting for faculty and administration conducted and volunteers for NCA process sought	Spring 1996
Summer 1996	President informs Commission of designated Self-study Coordinator	Summer 1996
Summer 1996	Steering Committee and initial subcommittee membership identified	Summer 1996
Summer 1996	Initial meeting of Steering Committee Review last NCA comments Assign GIRs for draft writing Develop TIME LINE and self-study calendar	Summer 1996
Fall 1996	Steering Committee Review and approve TIME LINE, self-study calendar Identify table of contents Begins to identify appendices Begins to identify exhibit lists	
	Coordinator informs Board of the process	Completed
	Steering Committee Develops draft GIR responses for use by subcommittees Develops a response to the last NCA report Identifies minimum content of each criterion	Completed
	Self-study coordinator meets with each subcommittee to identify assignments, information that needs to be developed, procedures and time lines established for subcommittees	Completed
	Send TIME LINE and self-study calendar to NCA	Completed
	Schedule NCA liaison to visit campus	Delayed and not pursued
Spring 1997	Respond to NCA suggestions on TIME LINE and plan	Completed

APPENDIX B

(Continued)

DATE	ACTIVITY	COMPLETED
	Subcommittees convene and begin drafting narrative responses	Completed
	Rough draft/outline due for Criterion One by February 1	Completed
	Rough draft/outline due for Criterion Two due by June 1	Completed
	Invite faculty to review Criteria One, Two, and Three, introduction September	Not done delay until April 1998
	Steering Committee review Criteria One and Two by June 1	Completed
	Identify Criterion Five general topics for fall subcommittee	Completed
Summer 1997	Coordinator and Writing Committee review and refine rough draft for Criteria One and Two	Fall 1997
	Appendices and exhibits for Criteria One and Two formatted	Summer 1998
	Rough draft of GIR's and introduction due August1	Completed
	Rough Draft/outline due for Criterion Three by August 1	Fall 1997
	Coordinator and Writing Committee review and refine rough draft for Criterion Three	Fall 1997
	Appendices and exhibits for Criterion Three formatted	Summer 1998
Fall 1997	Rough Draft/outline for Criterion Four due by November 1	Done
	Coordinator and Writing Committee review and refine rough draft for Criterion Four	Done
	Subcommittees for Criteria One, Two, and Three review their draft responses with respect to Criterion Four	Done
	Coordinator and Writing Committee reviews all four criterion draft responses from subcommittees	Fall 1997
Spring 1998	Rough Draft/outline for Criterion Five due by March 1	
	Coordinator and Writing Committee review and refine rough draft for Criterion Five	
	Appendices and Exhibits for Criteria Four and Five identified	Summer 1998
	Coordinator and at least two others attend spring NCA convention to gain any new information needed	
	Steering Committee reviews all five criteria and summary by **June 1**	
	Identify changes made at the institution relative to the NCA study (during the process) to be included in the summary	

APPENDIX B
(Continued)

DATE	ACTIVITY	COMPLETED
	Prepare for public comment (class schedule and news media)	
	Conduct staff development session for support staff on assessment and the NCA process	
	***Rough draft to faculty**	**May**
	Data forms completed by **August 1**	
Summer 1998	Coordinator, Writing Committee prepares a complete draft of final composition of the self-study. GIRs and criteria coordinated in table of contents	
	Make arrangements for printing copies of completed study	
	Prepare summary	
	Revisions to all criteria by July 1	
	Strengths and opportunities reviewed	
	Appendices and resource room exhibits finalized	**September**
Fall 1998	**Complete self-study to campus and board for review**	**August**
	Faculty /**professional staff** workshop on NCA Self-study and reaccreditation process	**August**
	Steering Committee reviews final draft of entire self-study before sending it for comment to NCA contact person by Sept. 30	
	Send our public comment news release **(September)**	
	Final changes made to final draft	
	Self-study printed **(Oct)**	
	Report sent to NCA office and evaluators with complete set of evaluation materials by Nov. 1	
Spring 1999	Set up resource room	
	Finalize plans for visit	
	Team visit (Jan 18 - 20)	
	Evaluation team report and recommendations reviewed by Steering Committee	

APPENDIX C

Faculty Evaluation Procedures

For probationary faculty, two classroom observations are scheduled during the first semester of employment and one each semester thereafter. Early student feedback surveys are administered during the third through fifth weeks of a semester to expeditiously identify strengths or concerns that students might have. End of semester student feedback surveys are administered throughout the probationary status to determine the students' perspective of the whole course.

Tenured faculty are evaluated using the classroom observation and student feedback surveys on a five-year rotational basis. A five-year rotation was implemented beginning in the 1996-97 school year; previously, classroom evaluations were scheduled once every three years.

All new part-time faculty are evaluated during their first semester. These evaluations include early student feedback surveys, classroom observations, and late student feedback surveys. Other part-time faculty are observed on a regular basis. Late feedback surveys are administered in rotation for part-time faculty. Procedures for evaluation of part-time instructors are in the adjunct faculty handbook.

APPENDIX D

FY96 Salary for Faculty Bargaining Unit

Faculty #	Base Salary	Additional Pay	Total
1	$55,415.00	$17,151.35	$72,566.35
2	$33,777.00	$16,841.92	$50,618.92
3	$44,583.00	$15,487.13	$60,070.13
4	$36,669.00	$13,822.97	$50,491.97
5	$37,866.00	$13,625.83	$51,491.83
6	$37,830.00	$13,391.14	$51,221.14
7	$33,865.00	$12,613.16	$46,478.16
8	$38,758.00	$12,333.97	$51,091.97
9	$29,856.00	$11,233.28	$41,089.28
10	$38,610.00	$10,806.53	$49,416.53
11	$41,551.00	$10,327.09	$51,878.09
12	$36,382.00	$10,158.03	$46,540.03
13	$54,859.00	$9,537.81	$64,396.81
14	$43,760.00	$9,111.61	$52,871.61
15	$32,018.00	$8,986.84	$41,004.84
16	$36,878.00	$8,684.34	$45,562.34
17	$40,660.00	$7,763.51	$48,423.51
18	$33,865.00	$7,612.14	$41,477.14
19	$44,694.00	$6,675.90	$51,369.90
20	$40,025.00	$6,436.93	$46,461.93
21	$44,989.00	$6,260.85	$51,249.85
22	$54,278.75	$6,120.00	$60,398.75
23	$44,394.00	$6,120.00	$50,514.00
24	$55,941.00	$5,168.70	$61,109.70
25	$32,881.00	$5,141.72	$38,022.72
26	$39,900.00	$5,123.33	$45,023.33
27	$44,902.00	$5,094.57	$49,996.57
28	$34,349.00	$4,893.55	$39,242.55
29	$32,817.00	$4,762.93	$37,579.93
30	$34,012.00	$4,593.16	$38,605.16
31	$55,927.00	$4,467.00	$60,394.00
32	$44,787.00	$4,111.00	$48,898.00
33	$48,812.00	$3,961.55	$52,773.55
34	$36,153.00	$3,884.50	$40,037.50

APPENDIX D
(Continued)

Faculty #	Base Salary	Additional Pay	Total
35	$29,615.00	$3,819.60	$33,434.60
36	$29,056.00	$3,780.00	$32,836.00
37	$39,328.00	$3,093.69	$42,421.69
38	$26,842.00	$2,799.38	$29,641.38
39	$27,000.00	$2,778.72	$29,778.72
40	$35,637.00	$2,693.96	$38,330.96
41	$34,257.00	$2,442.50	$36,699.50
42	$43,496.00	$2,415.00	$45,911.00
43	$39,058.00	$2,329.93	$41,387.93
44	$27,411.00	$2,265.00	$29,676.00
45	$28,728.00	$1,996.25	$30,724.25
46	$41,299.00	$1,968.32	$43,267.32
47	$28,350.00	$1,957.50	$30,307.50
48	$26,973.00	$1,829.10	$28,802.10
49	$34,424.00	$1,800.00	$36,224.00
50	$29,856.00	$1,590.33	$31,446.33
51	$28,728.00	$1,452.80	$30,180.80
52	$35,063.00	$757.86	$35,820.86
53	$53,804.00	$690.00	$54,494.00
54	$25,000.00	$646.67	$25,646.67
55	$27,500.00	$500.00	$28,000.00
56	$25,739.00	$486.00	$26,225.00
57	$29,807.00	$475.00	$30,282.00
58	$42,949.00	$280.00	$43,229.00
59	$33,865.00	$268.80	$34,133.80
60	$25,500.00	$262.50	$25,762.50
61	$25,000.00	$200.00	$25,200.00
62	$34,909.00	$90.96	$34,999.96
63	$27,411.00	$45.00	$27,456.00
64	$31,005.00	$15.00	$31,020.00
65	$41,352.00	$0.00	$41,352.00
66	$37,586.00	$0.00	$37,586.00
67	$23.292.40	($1.631.82)	$21.660.58
TOTALS	$2,465,904.15	$336,402.39	$2,802,306.54
*salary reduction		14% over base salaries	

APPENDIX E

Support Staff Employment Statistics

(FY97)

I. Clerical Staff:

Number of full-time staff	35	Number of part-time staff	9
High Salary	$27,749	High Wage	$9.43/hr
Low Salary	$16,008	Low Wage	$6.79/hr
Mean Salary	$19,906	Mean Wage	$7.96/hr
Median Salary	$19,403	Median Wage	$8.34/hr
Average Years of Service	8½ years	Average Years of Service	3½ years

II. Technical/Managers:

Number of full-time staff	19	Number of part-time staff	3
High Salary	$42,436	High Wage	$8.46/hr
Low Salary	$14,764	Low Wage	$7.65/hr
Mean Salary	$24,780	Mean Wage	$8.16/hr
Median Salary	$24,004	Median Wage	$8.36/hr
Average Years of Service	9½ years	Average Years of Service	3 years

III. Custodial/Maintenance Grounds:

Number of full-time staff	19	Number of part-time staff	2
High Salary	$27,743	High Wage	$6.82/hr
Low Salary	$14,040	Low Wage	$4.75/hr
Mean Salary	$19,854	Mean Wage	$5.79/hr
Median Salary	$21,736	Median Wage	—
Average Years of Service	4 years	Average Years of Service	7½ years

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APPENDIX F

Adult Basic Education Program Course Offerings

Adult Basic Education (basic skills)

Adult Secondary Education (GED preparation—English and Spanish)

English as a Second Language
- Beginning Level
- Intermediate Level
- Advanced Level

Preemployment Skills

Family Literacy

Customized Basic Skills Training Classes in Business and Industry

APPENDIX G

Adult Education Area Planning Council Priorities for FY96, FY97, and FY98

1. Provide basic skills instruction for employment.
2. Identify ways in which GED students can transition better to work or further training.
3. Expand the use of technology in the classroom.
4. Continue to provide family education and child care in conjunction with adult education classes.
5. Investigate the possibility of entrepreneurship instruction.
6. Share community resources for classroom needs.
7. Explore the External Degree Program as part of program services.

APPENDIX H

BID Center Services and Resources

- **Assessments**

The BID Center offers a variety of tools to assess business and industry's needs for improvement. They include company assessments, focused assessments, job profiling, individual assessments, market research assessment, and customer satisfaction surveys.

- **ISO 9000/QS 9000 Assistance**

A complete ISO 9000/QS 9000 training program is available for those planning their own registration strategy. The series includes an Executive Overview, Internal Auditor Workshop, Implementation, and Documentation.

- **Education and Training**

The BID Center offers a wide variety of workshops, seminars, credit, and noncredit classes which can be scheduled in-plant or on-campus. These include but are not limited to Technical Training, ISO 9000, Computers, Marketing/Advertising/Sales, Management, CAD, and Basic Skills.

- **Benchmarking**

The center can provide a nationally tested tool which evaluates how a company measures up to its nearest competitor using industry-proven measurements. This tool produces a customized report which summarizes a company's standing in relation to top performers and explains the implications of measurement.

APPENDIX H

(continued)

- **Technical Assistance**

Experienced consultants and engineers are available to assist with problem solving or improvement projects involving technical design or processes. Through cooperative efforts with two major universities, engineering students are also available to complete projects focused on designing products and assisting in solving manufacturing problems.

- **Illinois Employment and Training Center (IETC) at DeKalb**

The BID Center participates in the local One-Stop Career Center. The center is now open to provide integrated employment and training services to job seekers, employers, students, agencies, and the general public. The IETC is the area's principal location for career-oriented services and current labor market information.

- **Computer Laboratory and Conference Facilities**

The BID Center computer laboratory and conference room are available for use by area businesses and industries on a contractual basis. The conference room can be used for business meetings, employee training, seminars and workshops. It is a place with a business environment and support services. Complete catering services, audio-visual equipment, copy machine, and facsimile machine, along with a personal meeting planning service are all provided.

APPENDIX I

Sampling of Community Education and Services Cosponsorships

First of America, DeKalb	Trips and Tours
Barnaby's, Sycamore	Computer Classes
Oak Club golf course, Genoa	Golf
Illinois Department of Employment Security, DeKalb	Unemployment Insurance Law
Flagg-Rochelle Park District	Yoga
DeKalb 4C	Family Enrichment Program
Matthew Boone's, DeKalb	Wine Appreciation
Kanosak Canine Training, Maple Park	Dog Obedience School
University of Illinois, Cooperative Extension Service	Reminiscence: Finding Meaning in Memories
Sycamore Community Center	Older Adult classes
Rochelle Senior Center	Older Adult classes
DeKalb Senior Center	Older Adult classes
North Grove School, Sycamore	Turn-of-the-Century Summer Camp

APPENDIX J

FY98 Facility "Wish List"

The lists below represent "wish lists" needs of the institution. Thorough planning in the future ensures that many of these will be achieved.

Building Needs:

1. A facility for the Therapeutic Massage program.
2. More space for the Basic Nurses Assistants program.
3. A laboratory for the sciences.
4. Storage space for the Theatre Department.
5. A cold storage facility for the Automotive Departments.
6. Wiring needs for multi-media classrooms.
7. An air handling unit replacement program.
8. Development of a lighting retrofit program to T8 bulbs for the entire campus for standardization and energy conservation.
9. Installation of a permanent sewer building.
10. Heating and insulating the cold storage section of the Astro Building.
11. Building a separate area for custodial chemicals and salt.
12. Building a receiving dock and facility.
13. Remodeling the Collision Repair Shop area.
14. Computerizing the heating system in the Rough Greenhouse.

APPENDIX J
(continued)

Grounds Needs:

1. Replacing the underground utility service on north side of campus.
2. Securing funding for the athletic fields' upgrades.
3. Constructing drives and parking lots for the greenhouses and Grant Building area.
4. Preparing a contingency plan should the College be required to subsidize the All-America Trial Gardens operation.

Equipment and Furnishings Needs:

1. Replacing the gymnasium scoreboards.
2. Repay the Operations and Maintenance-Restricted (OM-R) fund for the equipment purchased for the Wellness Center.
3. Replacing the College's mainframe computer.
4. Replacing student desks in two rooms in the A-wing and one room in the V-wing.
5. Enhancing the teaching equipment in Manufacturing Technology.
6. Funding a bake oven needed in Automotive and Diesel Power Technology to remove hazardous waste.

APPENDIX K

Ten-Year Tax Rate Summary

Levy Year	Equalized Assessed Valuation	Educ. Fund	Bldg. Fund	Liability Insur.	Finan. Audit	Medicare Contrib.	Health/ Safety	Bonds/ Interest	Total
1987	583,767,048	.2338	.0697	.0243	.0015	.0011	.0187		.3491
1988	598,792,118	.2392	.0684	.0274	.0013	.0015	.0190		.3568
1989	633,374,083	.2375	.0679	.0294	.0021		.0088		.3457
1990	690,740,215	.2437	.0574	.0317	.0034			.2066	.5428
1991	749,358,838	.2496	.0576	.0325	.0033			.1925	.5355
1992	821,732,941	.2548	.0588	.0322	.0035			.1734	.5227
1993	894,792,588	.2558	.0689	.0316	.0030		.0227	.1567	.5387
1994	968,006,655	.2678	.0695	.0421	.0027		.0356	.1457	.5634
1995	1,019,410,678	.2741	.0711	.0388	.0026		.0193	.1795	.5854
1996	1,080,015,589	.2713	.0704	.0390	.0026		.0325	.1707	.5865

Note: (Equalized Assessed Valuation) x (Tax Rate for fund) ÷ 100 = Revenue available for each fund.

Ten-Year Tax Revenue Summary

Levy Year	Educational Fund	Building Fund	Liability Insurance	Financial Audit	Medicare Contrib.	Health & Safety	Bonds & Interest	Total
1987	1,364,847.36	406,885.63	141,855.39	8,756.51	6.241.44	109,164.44	—	2,037,750.77
1988	1,432,310.75	409,573.81	164,069.04	7,784.30	8,981.89	113,770.51	---	2,136,490.30
1989	1,504,291.41	430,021.09	186,129.49	13,225.83	—	55,661.87	---	2,189,329.69
1990	1,683,364.90	396,492.62	219,002.93	23,485.17	---	—	1,427,187.42	3,749,533.04
1991	1,870,431.35	431,662.27	243,541.60	24,728.89	---	—	1,441,979.07	4,012,343.18
1992	2,093,775.62	483,178.99	264,597.97	28,760.64	---	—	1,424,323.03	4,294,636.25
1993	2,288,877.47	616,501.49	281,738.49	27,538.65	---	203,428.32	1,401,590.76	4,819,675.18
1994	2,592,496.03	672,807.19	407,557.89	26,140.03	—	344,633.57	1,409,911.89	5,453,546.60
1995	2,786,440.81	723,019.70	394,649.04	26,512.99	—	195,979.46	1,824,134.97	5,950,736.97
1996	2,930,229.55	760,375.17	421,230.14	28,080.29	—	351,025.12	1,842,903.93	6,333,844.20

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APPENDIX L

Kishwaukee College Foundation Achievements

Assets

Growth in assets from $47,004.46 in April 1983 to $992,485.88 in April 1997, a growth rate of 2011.5%.

Facilities Improvement

1990 $29,275 received for the cool bay addition to the main greenhouse.
1991 Cool bay addition completed.
1993 Library revenue was $748,588; Library completed.

Scholarships

1987 The scholarship fund was established at $25,000 from which retained earnings would be used. A goal of $100,000 was set for that fund.
1988 $9,370 allocated from perpetual and nonperpetual scholarship funds.
1992 $20,571 allocated from perpetual and nonperpetual scholarship funds.
1994 $228,560—perpetual and nonperpetual scholarship funds. $21,750—approved allocation as of April 1993.

Endowment and Quasi-Endowment

1988 $55,773 in President's Club contributions.
1993 $112,298 in President's Club contributions.
1994 $71,086 in endowment.

Instructional Program Support

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Year	Department	Dollars	Equipment
1989, 1993	Biology	10,087	laboratory equipment
Yearly	Child Care	3,000	
1992	College Development	3,000	computer & printer
1991	Data Processing	3,000	computer & printer
1989	Drafting	2,000	computer
1993	International Education	2,860	faculty exchanges
1992	Journalism	2,200	computer
1993	Music	1,212	videos
1988, 1991	Nursing	4,689	AV materials
1993	Sociology	950	exhibit
1993	Theater	5,000	lighting system

APPENDIX M

Student Use of the Learning Skills Center

	Fall 1995	Spring 1996	Fall 1996
Number of students using the LSC	1293	1321	1176
International	55	49	42
Native	1238	1272	1134
Number of student hours in the LSC	7847	5947	8386
Number of student visits	7075	5630	7707

Analysis of Student Activity by Hours*

	Fall 1995	Spring 1996	Fall 1996
Tutoring and other course assistance			
Composition	202	144	181
Reading	57	3	8
Mathematics	634	466	370
Study Skills	94	24	82
Spanish	29	24	23
Speech	21	24	6
Science	190	109	43
Computer Information Systems	11	0	0
Business	50	49	126
Nursing	439	128	136
Humanities	267	169	37
Miscellaneous	777	520	219
French	14	15	6
Vocational	37	21	11
Anatomy and Physiology	75	104	69
Sports Study Table	2948	1338	4368
Basic Nurse Assistant	0	74	141
Language Laboratory			
French Laboratory	70	37	35
Language Laboratory (other uses)	10	11	15
Spanish Laboratory	174	109	140
Computer Laboratory	1286	1214	1269
Testing			
Placement testing	461	563	312
Course Testing**	0	798	731
Academic Profile Test	0	0	59
Total Number of Tutor Hours* **	964	1101	1121
Total Number of all Hours	8811	7048	9507

* Hours rounded off to the nearest whole number

** Included with individual academic areas prior to Spring 96

*** Calculated from biweekly time sheets and tutor log

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APPENDIX N

1996-97 Intercollegiate Athletic Teams

Sport	Formed	# of Students	Coaches
Golf	Early 1970's	4-6	1 Part-time
Men's Soccer	Early 1970's	12-20	2 Part-time
Women's Tennis	1996	4-8	1 Part-time
Women's Volleyball	Early 1970's	9-12	1 Full-time 1 Part-time
Men's Basketball	1970	12-20	1 Full-time 1 Part-time
Women's Basketball	1982	8-12	2 Part-time
Men's Baseball	Early 1970's	12-25	2 Part-time
Women's Softball	Early 1970's	12-25	2 Part-time

APPENDIX O

TABLE OF SELECTED CURRICULUM COMMITTEE ACTIONS*
YEAR 1988 - 1997

	PROGRAM / CERTIFICATE			COURSE		
DEPARTMENT/PROGRAM	ADD	WITHDRAW	MODIFY	ADD	WITHDRAW	MODIFY
A.A. and A.S. Degrees		(98) Planned 95				Title 89 Cr. Hr. 89
Accounting					1(94)	Cr. Hr. 90
Anthropology						
Art		(96)				Title 97 Title 96
Biology				2(88)		Title 91
Chemistry						Course # 13(91)
Economics						
Education						Cr. Hr. (9)
Engineering						
English				2(97)		Title (97) (95)(96)(94) PCS (95)

* A complete listing of Curriculum Committee actions can be found in the monthly Curriculum Committee Minutes. A complete historical listing of all curricular changes can be found in the College MIS listing.

KEY:
CIPS - Federal Curricular Code
Cont. Hr. - Contact hours
Cr. Hr. - Credit hours
Curr # - ICCB Curriculum number

Hr. - Hours
Prefix - Prefix
PCS - ICCB Funding Category
Title - Title

APPENDIX O
(Continued)

	PROGRAM / CERTIFICATE			COURSE		
DEPARTMENT/PROGRAM	ADD	WITHDRAW	MODIFY	ADD	WITHDRAW	MODIFY
French						
Geography				(93)(94)		
Health				(93)		
History				(94)		
Humanities				(94)		
Journalism				(90)	1(92)	Hr (92)
Mathematics				(88)		Hr. (96)(94)(91) Course #(91) CIPS (95) Prefix (94) Title (89)
Music				1(92) (95)	3(94)	Title (94)(96) Contact Hr. (94)
Philosophy				1(94) (95)		
Physical Education				2(93)	5-(89) 12(75)	Title (89) (96) Prefix (93) Reprint (92) (95)
Physical Science				(89) 1(92) 1(94)		
Physics					1(93) 1(94)	
Political Science						
Psychology				1(93) (97)		
Sociology				1(92) (97)		Title (92)
Spanish						
Speech				1(94)	1(90)	Title (92)
Social Sciences				1(91) 1(95)		

APPENDIX O

(Continued)

	PROGRAM / CERTIFICATE			COURSE		
DEPARTMENT/PROGRAM	ADD	WITHDRAW	MODIFY	ADD	WITHDRAW	MODIFY
Theatre						
Agriculture Transfer					1(90) (91)	Title (91) (93) Cr. Hr. (93)
Accounting Degree		(94)			1(94)	Curr # (94)
Accounting Certificate			Prefix (91)			
Agriculture Degree		1(93)	CIP (89) Title (92) (93) (97) Prefix	1(92) 3(93)	(89) (91) (92) (93) (94) 17 courses	Change PCS (91) Hr .(93) (97) Curr # (91) (93) (94) Title (93) (97)
Agriculture Certificate		1(93) (97)	Title (93) (97) Cr. Hr. (97)			
Automotive Technology Degree	1(71)	1(95)	Prefix (91) (95) 1(96) Cr. Hr. (91) Prefix (91)	1(72) 1(95)	4(89) 5(91) 4(83) 1(94)	Title (89) (90) (91) (93) (94) Prefix (91) (93) (94) Cr. Hr. (91) (93) (96)
Automotive Technology Certificate		1(93) (97)	Prefix (93) Cr. Hr. (96)			
Home Day Care Degree			Course (96)			Course # (92)
Home Day Care Certificate			(93)			
Collision Repair Technology Degree	(93)	(93) (ABP)	(93)		1(89)	Title (89) Cr. Hr. (89) (93)
Collision Repair Technology Certificate						
Commercial Truck Technology Degree						Title (93)
Commercial Truck Technology Certificate		(95)				

APPENDIX O
(Continued)

	PROGRAM / CERTIFICATE			COURSE		
DEPARTMENT/PROGRAM	**ADD**	**WITHDRAW**	**MODIFY**	**ADD**	**WITHDRAW**	**MODIFY**
Computer Information Systems Degree	1(92)	1(92) 1(96)	Curr # (93) Cr. hr. (93) Prefix (95) (96)	9(92) 3(95)	4(90) 1(91) 4(92) 4(93) 12(96)	Cr. Hr. (90) (91) (92) (93) (95) Cr. Hr. (92) (93) Title (92) (93) (94) (96) Prefix (92): (95) (96) Course # (92) (95)
Computer Information Systems Certificate		1(92) 1(96)	Course His (96)			
Diesel Power Technology Degree	(90)	(90) (AGM)	Prefix (91) (96) #'s (91) Titles (91)		6(96)	Prefix (91) (97) Title (92) Curr # (97)
Diesel Power Technology Certificate	(90)	3 (96)	Cr. Hr. (95)			
Drafting Degree			Title (92)C Cr. Hr. (94)	1(91) 4(93)	1(91) 3(93)	(70) Cr. Hr. (92) Title (95) (93) Course #(93)
Drafting Certificate			Title (92) Cr. Hr. (93) (94)			
Electronics Degree			Curr. # (93) Cr. Hr. (93)	2(93)	1(92) 6(93) 1(96)	Title (92) (93) (96) Contact Hr. (92) (93) (94) Cr. Hr. (93)
Electronics Certificate	1(96)		Curr # (93) Cr. Hr. (93)			
Fire and Safety Technology Degree						Title (89) (96) Repeat (91) PCS (95) Curr Prefix (95) Hr. (96)
Fire and Safety Technology Certificate						

APPENDIX O
(Continued)

	PROGRAM / CERTIFICATE			COURSE		
DEPARTMENT/PROGRAM	ADD	WITHDRAW	MODIFY	ADD	WITHDRAW	MODIFY
Horticulture Degree	1(91)	7(91)	Title (91) Hr. (97)	5(91) 1(94) 1(96) 1(97)	10(91) 1(96)	Title (91) (94) Cr. Hr. (91) (93)
Horticulture Certificate	1(96)	2(93)	(93) Cr. Hr. (93) (94) (95) (96) (97)			Cr. Hr. (93)
Law Enforcement Degree				3(89) 1(90)	7(89)	Title (91)
Law Enforcement Certificate						
Manufacturing Degree			Prefix (94)	1(92) 2(94) 1(95)	4(91) 1(94)	Title (91)(92)
Manufacturing Certificate			Curr. # (92) Title (92) (94) Cr. Hr. (92) (94)			Title (93)
Marketing and Management Degree			Prefix (91)	1(92)	1(89) 11(92) 1(94) 1(96)	Titles (92) (97) Cr. Hr. (95) Course # (95)
Marketing and Management Certificate		2(95)				Cr. Hr. (93)
Nursing Degree			Title (92) (93)	3(97) 1(96) 1(95) 1(97)	3(91)	Prefix (94) Cont. Hr. (93) (94) Cr. Hr. (94) (96) Title (94)
Nursing LPN			Prefix (91) Cr. Hr. (91)			
Nursing Certificate			Prefix (91) Title (91) (93)			

APPENDIX O
(Continued)

	PROGRAM / CERTIFICATE			COURSE		
DEPARTMENT/PROGRAM	ADD	WITHDRAW	MODIFY	ADD	WITHDRAW	MODIFY
Office Systems Degree			Prefix (91) Title (92)	1 (92) 3(97)	3(91) 6(94)	Title (89) (91) Title (92) (94)
Office Systems Certificate			Title (93) Cr. Hr. (94) (96)			
Quality Control Certificate						Title (92)
Radiology Degree			Cr. Hr. (96)			Hr. (89)
Real Estate Certificate		1 (95)	Prefix (91) Cr. Hr. (93)			Cr. Hr. (93) (96) Cont. Hr. (93) PSC (95) Curr # (95)
Therapeutic Massage	1(97)			6(97)		Title (97)
Water Quality Certificate		1 (96)	Title (96)			
Welding Certificate			97 - agreement with RVC			
Adult Education			Hours (96)	6(91) 8(93)	5(95)	Cr. Hr. (94)
Development Education						Prefix (94) Cr. Hr. (94) Curr. # (95)
General Education Guidelines			(96)			Curr. # (95)

APPENDIX P

Checklist of Basic Learning Resources Center (LRC) Services And Activities

Listed below are specific services which are considered to be normal and basic library services in two-year college learning resources or future program budgets. This list may not include future or emerging technologies and services. Inclusion does not mean that an institution should have every activity or service listed.

Acquisitions, cataloging, maintenance, preservation and/or circulation of:

✓ Audio-visual materials/programs
✓ Books
✓ College archives including institutional publications
- Computer programs
- Government documents
✓ Laser optical (CD-ROM) resources
✓ Local history materials
✓ Microforms
✓ Periodicals
✓ Special collections

Computer systems management and maintenance:

✓ Computer programs
✓ Gateway and Internet access
- Integrated automation systems
✓ Local area networks (LANS) and wide area networks (WANS)
✓ Public access computers

Equipment services:

✓ Equipment inventory, scheduling and distribution
✓ Equipment maintenance and repair
✓ Group viewing services
✓ Public access listening/viewing area

Instructional services:

✓ Bibliographic instruction
✓ Bibliographies
- Computer literacy
✓ Copyright consultation
✓ Group orientation
✓ Individualized instruction and/or self- paced learning assistance

Instructional Services (continued)

- Instructional design and development
✓ Media orientation and instruction
✓ Online databases searching
✓ Point-of-use guides, pathfinders and study guides
✓ Reference service
✓ Reserve materials
✓ Staff development
✓ Telephone reference

Production services:

✓ Audio duplication, editing and recording
✓ Copy machines, paper and microform
✓ Drymounting and lamination
✓ Graphic layout and design
✓ Interactive video
✓ Multimedia
✓ Photography and darkroom
✓ Satellite communications downlink
- Scripting
✓ Teleconference services
✓ Telecourse and distant learning distribution
✓ Transparencies and slides
✓ Video duplication, recording and editing

Resource sharing services:

✓ Bibliographic networks
- Gateway services
✓ Interlibrary loan (ILL)
✓ Internet
- Reciprocal borrowing
- Rental and free-loan materials
✓ Union catalogs of local resources

✓ = Kishwaukee LRC provides these services

"Standards for community, junior and technical college learning resources programs." *College & Research Libraries News* 51 (September 1990): 757. *Statistical Norms for College & University Libraries: Derived from U.S. Department of Education IPEDS 1992 Survey of Academic Libraries.* Boulder, Colo.: John Minter Assoc.,1993.

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APPENDIX P
(continued)

CHECKLIST OF ADDITIONAL SERVICES COMPONENTS

Community Services

Curriculum:
- Library technician education
- Bibliographic instruction courses

Faculty Development

Government Documents Depository Joint-Use:
- Museum
- Other academic library
- Public library
- School library

Laboratories:
- Career
- Learning development
- Literacy
- Self-paced learning
- Testing
- Tutoring

Literacy Programs

Printing:
- College catalogs
- Copy services (not self-serve)
- Literary or other academic college publications
- Print shop

Student ID Service

Television/Radio:
- Radio broadcast
- Satellite uplink

✓ Telecourse administration
- Telecourse production
- Television broadcast
- Television station/Radio station administration

✓ = Kishwaukee LRC provides these services.

APPENDIX Q

STAFF DEVELOPMENT SUPPORT 1996-97

ITEM	EXPENSES	TEACHING FACULTY	OTHER PROFESSIONAL STAFF	SUPPORT STAFF
TEACHING FACULTY				
Three faculty to NISOD	3,000	x		
Educational attainment increases for 5 faculty	6,500	x		
24 tuition reimbursements	7,618	x		x
Sabbatical	16,809	x		
Mentoring	3,000	x		
Probationary staff development three-year program	no expense	x 12 hr/yr person		
Training for two faculty in a leadership course	2,000	x		
11 supplemental days	2,200	x		
Power Equipment Technology staff development	5,000	x		
New part-time orientation	1,800	x		
New full-time orientation	0 (no new full-time faculty)	x		
209 approved professional days	41,800	x		
Faculty presentation in Wales	1,500	x		
Coverage for professional days	2,500	x		
Distance learning training	850	x		
TRAVEL/CONFERENCE/ WORKSHOPS				
Associate vice president and faculty	2,400	x	x	
Arts/Communications/Social Sciences Division	2,664	x	x	
Business and Technology Division	1,000	x	x	
Math/education/science/health Division	3,100	x	x	
Agriculture/Horticulture/Automotive Division	1,700	x	x	
ICCA and NCA conferences	2,400	x	x	
Data Processing	2,000	x	x	x
Custodial	1,650		x	x
Horticulture	500	x		

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APPENDIX Q
(Continued)

ITEM	EXPENSES	TEACHING FACULTY	OTHER PROFESSIONAL STAFF	SUPPORT STAFF
College Development	1,500		x	x
Learning Resources Center (LRC)	975		x	x
President/Board of Trustees	8,700		x	x
Vice President	1,500		x	
Dean of Business Services	1,000		x	
Education-to-Careers	7,200		x	x
President for faculty	1,500	x	x	
Adult Basic Education*	24,361			
Community Education and Services	2,800		x	
Student Services	5,000		x	
Business and Industry	1,802		x	x
OTHER ITEMS				
Tuition waivers	8,404	x	x	x
International exchanges	3,000		x	
Fall staff development speaker and lunch	5,700	x	x	x
International speakers	600	x	x	x
International week	500	x	x	x
Women's History	511	x	x	x
Cultural diversity workshops	4,800	x	x	
International visitors	500	x	x	x
Staff Development Committee	6,985	x	x	x
Staff trainer - Media Services x 20%	4,000	x	x	x
Support staff orientation	300			x
Working Wo/Man's Workshop	1,080			x
Software/books	500	x	x	
Subscriptions	490	x	x	
Memberships	2,370	x	x	
TOTAL OPERATING BUDGET ITEMS	208,069			
PERCENT OF OPERATING BUDGET	2%			

*$19,000 in grant money.

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APPENDIX R

KISHWAUKEE COLLEGE
EARLY SEMESTER STUDENT FEEDBACK RESULTS
FY97

Number of Responses = 1,411	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
Statements Regarding Specific Areas	%	%	%	%	%	%
	(#)	(#)	(#)	(#)	(#)	(#)
Objectives clearly stated in syllabus	60%	30%	4%	1%	0%	5%
	840	423	62	14	4	68
Requirements were discussed in class	57%	32%	4%	1%	0%	5%
	805	456	56	15	3	76
Understandable grading procedure	57%	31%	6%	1%	1%	4%
	806	444	88	14	8	51
Instructor is prepared for classes	59%	27%	6%	2%	0	6%
	836	388	80	22	7	78
Content agrees with expectations	40%	36%	14%	4%	1%	5%
	570	501	198	53	16	73
Instructor encourages discussion	51%	29%	11%	3%	1%	5%
	719	409	162	38	8	75
Class time is used appropriately	51%	29%	7%	2%	1%	9%
	726	414	104	31	14	122
Presentations are easy to follow	42%	33%	9%	7%	1%	7%
	598	472	128	96	16	101
Shows enthusiasm and interest	59%	25%	6%	1%	1%	8%
	827	356	78	21	11	118
Students are challenged to learn	39%	32%	16%	3%	1%	9%
	549	454	223	43	17	125
Response totals by category	52%	31%	8%	2%	1%	6%
	7,276	4,317	1,179	347	104	887

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APPENDIX S

KISHWAUKEE COLLEGE
LATE SEMESTER STUDENT FEEDBACK RESULTS
FY97

Number of Responses = 1581	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
Statements regarding specific areas	%	%	%	%	%	%
	(#)	(#)	(#)	(#)	(#)	(#)
Course objectives clearly stated	60%	30%	6%	1%	0%	2%
	955	470	91	22	6	37
Grade computation clearly explained	54%	30%	9%	4%	1%	2%
	861	469	137	62	14	38
Student grading was fair	51%	32%	10%	3%	1%	2%
	813	502	162	53	22	29
Material covered was appropriate	44%	34%	10%	6%	3%	2%
	701	539	159	100	49	33
Returns tests/assignments timely	56%	30%	7%	2%	1%	3%
	879	470	118	39	22	53
Class participation encouraged	50%	32%	11%	4%	1%	1%
	794	504	181	64	19	19
Instructor available outside class	42%	31%	17%	3%	1%	6%
	661	489	264	47	20	100
Demonstrates enthusiasm	58%	28%	8%	3%	1%	2%
	919	446	130	40	8	38
Responsive to student's comments	56%	30%	8%	2%	1%	2%
	889	479	130	35	13	35
Instructor came prepared for class	55%	32%	7%	2%	1%	3%
	868	506	115	29	13	50
Presentations were easy to follow	42%	33%	13%	7%	2 %	3%
	667	516	204	113	38	43
Used class time effectively	48%	32%	11%	5%	2%	4%
	751	500	167	74	30	59
Instructor held my attention in class	40%	33%	14%	6%	3%	4%
	635	516	221	102	43	64
Organized in a logical progression	45%	35%	13%	3%	0	4%
	716	546	203	49	7	60
Was challenged to learn by instructor	38%	33%	16%	5%	2%	6%
	601	521	251	81	30	97
Response totals by category	35%	23%	8%	3%	2%	6%
	14,338	9,443	3,387	1,194	683	2,575

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APPENDIX S

(continued)

OVERALL INSTRUCTOR RATING						
Number of Responses = 1581	**Superior**	**Above Average**	**Average**	**Below Average**	**Poor**	**No Response**
	%	%	%	%	%	%
	(#)	(#)	(#)	(#)	(#)	(#)
OVERALL INSTRUCTOR RATING	34%	31%	16%	7%	1%	10%
	537	497	259	116	21	151

APPENDIX T
College Partnerships

Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Adult Basic Education	Cuerpo de Cristo		To focus on needs of Hispanic students	We share schedules with Cuerpo de Cristo each semester which are distributed at all the Spanish Masses. We work together on special projects. We refer students to them for help.	We keep lines of communication open and share information.	In the past, we have worked together on the Fiesta. We raise money for scholarships. We also help non-Hispanics to learn more about Hispanic culture.
Adult Basic Education	DeKalb County Health Department		To refer teen parents to services from the Healthy Moms, Healthy Kids Program, including WIC, well-child clinic, and family planning.	To help teen parents continue their education.	Through referrals and helping them attend Kishwaukee College.	Helps teen parents become self-sufficient and to receive health care.
Adult Basic Education	First Lutheran Church		Three classes are held at the First Lutheran Church .	We share space and need to keep areas used clean.	We make sure all areas are kept clean.	Education of community members
Adult Basic Education	Hiawatha High School		GED class at high school.	Keep room in order, encourage students to follow rules of the school, i.e. proper doors to use, respect of equipment (computers, etc.).	The teacher directs students.	Education of community members
Adult Basic Education	Networking for Families	Salvation Army, Youth Service Bureau, DeKalb Schools, DeKalb County Community Services, Family Services Agency, Community Coordinated Child Care (4-C), TriCounty Community Health Center, DeKalb County Health Dept, Comm Contacts, DeKalb County Special Education Assn. (DCSEA), City of DeKalb, Parents Anonymous, Safe Passage, Hope Haven	To network, discuss and address the needs of families in DeKalb County.	Provide information about Kishwaukee College programs, gather info about services being offered in the county to offer referral services to Kishwaukee College students and to become involved in various task groups and/or office positions when needed. Kishwaukee College has provided mailings for the group for years.	Attend monthly meetings and task group meetings when necessary.	Community agencies are informed of programs offered at the College and we can provide students with appropriate referrals to community resources.
Adult Basic Education	OCCN	Social service, health and community agencies serving Ogle County	Networking, recruiting and service provision to students.	Printing and mailing of monthly minutes.		Referral of students for support services which assist retention and recruitment.

APPENDIX T

(Continued)

Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Adult Basic Education	Regional Office of Education (ROE) Ogle/Lee Counties		To provide easy access to GED students who would have to register to take the GED tests. Before the alliance all Ogle county residents had to drive to Grand Detour to register.	Through verbal agreement with the Ogle/Lee County Superintendent Tom Coffey I can register students at Kishwaukee College for GED testing if they are unable to go to Grand Detour. Ogle County supplies the paperwork which I complete with the student and return to the ROE.	I register students at the College and send the paperwork in to the ROE.	Students who lack transportation can easily register to take their GED tests.
Adult Basic Education	St. Patrick's Church-Rochelle		Seven classes are held at the St. Patrick's Learning Center. We also use the child care area for several classes.	We pay rent. We help maintain clean classrooms (lock up our materials, etc.)	We make sure all areas are kept clean.	Education of community members.
Adult Basic Education	Sycamore High School		GED class at high school.	Keep room in order, encourage students to follow rules of the school, i.e. proper doors to use, respect of equipment (computers, etc.)		Education of community members.
Adult Basic Education	TriCounty Community Health Center		Educational programs, medical services (blood pressure and diabetes testing at classes), AIDS testing.	Referrals, publicize information, provide classroom opportunities for education.	We publicize services in classes and help set up testing.	TriCounty has been able to identify students who have diabetes because of testing at class sites. Numerous students have received medical help and check-ups. Free AIDS testing for students.
Adult Basic Education	Workplace Training sites		Employers provide actual work experience for students enrolled in the Kishwaukee Education Employment Program.	Once student is placed on the job, provide support and monitor student's progress.	Periodic verbal and written evaluations, meetings with students regarding specific issues, adjustments to course content when necessary.	Students learn about appropriate job behaviors, employers receive some support in training new employees.

APPENDIX T

(Continued)

Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Adult Basic Education-Even Start Program	Community Coordinated Child Care (4-C)	Hope Haven, DeKalb School District #428, NIU	4-C will provide six family enrichment sessions for the parents in our Even Start Program.	We will pay 4-C for their services and participate in ongoing coordination. We also provide child care and lunch for each session.	The coordinator of the program has regular meetings with the parent educator from 4-C to ensure ongoing coordination.	The partnership provides an important parenting support and educational component to the Even Start Program.
Adult Basic Education-Even Start Program	DeKalb School District #428	Community Coordinated Child Care (4-C), Hope Haven, NIU	To provide home-school liaison services to Spanish-speaking families whose children are in the DeKalb School District and also attend Family Literacy classes.	We will pay the school district for their home-school liaison services.	The coordinator attends monthly meetings of the home-school liaisons. We also share ideas at the regular meetings with the Even Start Partners and NIU.	This partnership will provide some follow-up in the home to activities worked on in the Family Literacy classes.
Adult Basic Education-Even Start Program	Hope Haven	Community Coordinated Child Care (4-C), DeKalb School District #428, NIU	To provide Family Literacy classes on-site to the parent and their children who are staying at the shelter.	We provide a Family Literacy Instructor and instructional supplies for the classes.	We hire certified teachers to the Family Literacy classes. We also meet regularly with the director of Hope Haven to ensure ongoing coordination.	The parents and children at Hope Haven have the opportunity to participate in Family Literacy classes and the other components of the Even Start Program.
Adult Basic Education-Even Start Program	NIU	Community Coordinated Child Care (4-C), DeKalb School District #428, Hope Haven	Five associate professors from the Educational Psychology Dept. at NIU provide input into research possibilities for the Even Start Program and its partners.	We facilitate the meetings between NIU and the Even Start Partners.	We send the necessary correspondence to ensure coordination between NIU and the Even Start Partners.	The Even Start Program and its partners hope to gain information on how their programs impact the lives of the families they serve.
Adult Basic Education & Special Programs	DeKalb County Partnership for a Substance Abuse Free Environment (DCP/SAFE)	Representatives from all of the school districts in DeKalb County, DeKalb County Regional Office of Education, Sycamore Park District, DeKalb County Health Dept.	Plan alcohol/tobacco free activities for DeKalb County youth, networking.	Attend monthly meetings (and host one per year) with all members, which plan and encourage drug/tobacco free activities.	Ann Mueller and I attend the monthly meeting of the Education and Sports Action Group. We host the March meeting.	Information is shared regarding anti-drug/tobacco programs and the benefits of not using.

APPENDIX T
(Continued)

Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Adult Basic Education & Special Programs	DeKalb County Comprehensive Youth Services Providers	Family Service Agency, Ben Gordon Center, Juvenile Court Services, State's Attorney's Office, Local Business 4-C, Local Police Dept., DCSEA, Local school districts, ROE	Advisory staffing and networking.	Attend monthly meetings for information and networking.	I attend the monthly meetings held at Family Service Agency.	From the meetings much information is shared regarding services available to our youth. From this, I can share info. and refer students/ parents to agencies and/or programs from which they can benefit.
Adult Basic Education & Special Programs	DeKalb County Juvenile Court Services (JCS)		Advisory, referral and court assessments	Complete court assessments and provide information to JCS. Complete monthly reports regarding students' attendance, testing, etc.	I am in close contact with the juvenile probation officers. We work together to help the students get back on track.	The students benefit because we are working together to monitor their progress. We all want to help them change their lives and follow through with education, etc. As a result, the community benefits if the students stay on track.
Adult Basic Education & Special Programs	DeKalb County State's Attorney's Office	Juvenile Court Services (JCS)	advisory, educational programs, court assessment referrals, and legal support	Schedule appointments with students for the court assessment and report to court. Complete attendance reports for juvenile prosecutor, court appearances to provide student information.	I schedule court assessments and Nancy Partch and I complete the assessments and report results. I make court appearances.	The students' progress is monitored for court purposes. We work together to assist the court-involved students.
Adult Basic Education & Special Programs	DeKalb County Youth Service Bureau (YSB)		advisory and referral for specialized counseling	referral for services	Students are referred to YSB. Also we keep in touch with counselors at YSB serving our students.	By working with YSB, we can together come up with ideas or programs, etc. to help our students with counseling needs.

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Adult Basic Education & Special Programs	JET Program-Dept. of Human Services-DeKalb County	Department Of Human Services (DHS)-Ogle County, KDK Inc. SDA5, NW-JTPA-SDA4	Short term intensive training towards employment for TANF individuals	Recruit TANF Ind., complete intake, refer to KDK or NW-JTPA, train in OS or MT classes, make employer contacts, help/refer to jobs, teach job skills/job search to part., refer/provide child care as necessary, complete quarterly reports—narrative and fiscal.	Work with DHS in DeKalb and Ogle Counties, KDK and NW-JTPA, train participants in OS and MT, provide child care , make employer contacts, keep records.	TANF individuals learn skills to become employable, the skills taught were the ones asked for by employers so needs to be met by newly trained TANF individuals.
Adult Basic Education & Special Programs	JET Program-Dept. of Human Services-Ogle County	Department of Human Services (DHS)-DeKalb County, KDK Inc. SDA5, NW-JTPA-SDA4	Short term intensive training for employment for TANF individuals.	Recruit TANF Ind., complete intake, refer to KDK or NW-JTPA, train in office systems or manufacturing technology classes, make employer contacts, help/refer to jobs, teach job skills/job search to part., refer/provide child care as necessary, complete quarterly reports— narrative and fiscal.	Work with DHS in DeKalb and Ogle Counties, KDK and NW-JTPA, train participants in OS and MT, provide child care, make employer contacts, keep records.	TANF individuals learn skills to become employable, the skills taught were the ones asked for by employers so needs to be met by newly trained TANF individuals.
Adult Basic Education & Special Programs	JET Program-JTPA-SDA4	Department of Human Services (DHS)-DeKalb and Ogle Counties, KDK Inc. SDA5	Short term intensive training for employment for TANF individuals.	Recruit TANF Ind., complete intake, refer to KDK or NW-JTPA, train in office systems or manufacturing technology classes, make employer contacts, help/refer to jobs, teach job skills/job search to part., refer/provide child care as necessary, complete quarterly reports—narrative and fiscal.	Work with DHS in DeKalb and Ogle Counties, KDK and NW-JTPA, train participants in OS and MT, provide child care , make employer contacts, keep records.	TANF individuals learn skills to become employable, the skills taught were the ones asked for by employers so needs to be met by newly trained TANF individuals.

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Adult Basic Education & Special Programs	JET Program-SDA5-JTPA (KDK, Inc.)	Department of Human Services (DHS)-DeKalb and Ogle Counties, NW-JTPA- SDA4	Short term intensive training for employment for TANF individuals.	Recruit TANF Ind., complete intake, refer to KDK or NW-JTPA, train in OS or MT classes, make employer contacts, help/refer to jobs, teach job skills/job search to part., refer/provide child care as necessary, complete quarterly reports—narrative and fiscal.	Work with DHS in DeKalb and Ogle Counties, KDK and NW-JTPA, train participants in OS and MT, provide child care , make employer contacts, keep records.	TANF individuals learn skills to become employable, the skills taught were the ones asked for by employers so needs to be met by newly trained TANF individuals.
Adult Basic Education & Special Programs	St. Joseph Hospital (Elgin)		Removal of gang-related tattoos.	Transport students every other month for the laser removal of gang-related tattoos.	I take the students that participate in the "Operation Fresh Start" program to Elgin every other month. The average treatment takes 6-7 appointments to remove the tattoo(s).	This is a wonderful program. The students that participate feel so good about their decision to leave gang life, and removal of the tattoos helps them put that part of their lives in the past.
Agriculture/ Horticulture/ Automotive Division	Collaboration--Employers Interview Day	Horticulture, Agriculture, Power Equipment Technology, Automotive employers	Assist students in finding internship positions or full-time positions in the career field of their choice, five students practice interviewing, expose students to career opportunities, help employers find qualified employees; network.	Provide an envelope conducive to two-way communication; coordinate employer selection; define and communicate students and employer roles and responsibilities prior to the event; provide a system for students to select approximate employers for interviews; train students in résumé and interview procedures; follow-up evaluation	Faculty guided and staff supported. We have a comprehensive system in place that requires lots of personal contact with industry and training of students.	Students receive interviewing experience, jobs, exposure to contacts for future industry/career advancement. Employers have an opportunity to hire qualified, motivated employees which makes their business more responsive to community needs.
Agriculture/ Horticulture/ Automotive Division	Collaboration—guest speakers on campus	N/A	To expose students to a group of employers that share a specific expertise, employment opportunities and industry contacts.	Provide students with the speakers' background, the direction of their business and the specific purpose for that day's visit to class.	Lay out the objectives of the visit with the speaker and share this with the students.	Enhances student's perspective of the business and its employment potential. Employer and community benefit by better trained and long-term qualified workers.

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Ag/Hort/Auto Division	Collaboration-Job Postings	N/A	Inform students of job opportunities directly related to their career choice.	Post job offerings/internship opportunities in designated areas with brief descriptions and basic information. Detailed information is maintained in files in Division offices for students requesting additional comments.	Maintain current job listings and update as needed.	Provides current up-to-date job/internship opportunities for current as well as former students.
Agribusiness Management Department	Collaboration--Field Trips	---	---	---	---	---
Agribusiness Management Department	FS Cooperative Sponsorship	Northern FS, LaSalle County FS, Blackhawk FS, Ogle Service Co., Riverview FS, Whiteside FS	Recruit and train technically competent individuals to work in sponsoring agribusinesses.	Assist in recruitment and selection of students for sponsorship; provide up-to-date training of sponsorship students.	Instructors assist in recruitment and selection of sponsorship participants.	Students receive training-related employment during the sponsorship; they have a full-time job waiting after graduation; their education is paid for. Community/sponsors have a pool of well-qualified potential employers; they have employees "ready to go" once graduated
Agribusiness Management Department	Serving on Advisory Committees	---	---	---	---	---
Art	Student Art show at the Egyptian Theatre		To get our art students exposure in the community off campus in DeKalb.	Put up student show at the Egyptian Theatre every April.	Art department faculty and students set up and take down show.	Exposure for the College and for individuals who participate.
Associate Vice President	Community Colleges for International Development (CCID)	26 community colleges all over the United States	To try and get involved in training effort abroad--also www.resources for links to business.	Review proposals to see if we fit--so far this hasn't worked.		The CCID Affiliate Member is a United States or Canadian instructor that has obtained sponsorship by an existing CCID member college and is authorized to participate in CCID activities and projects without assuming the responsibility of full membership in the Consortium.

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Associate Vice President	Illinois Consortium for International Programs and Studies (ICIPS)	39 community colleges in Illinois, two in Wisconsin, two in Iowa, also four small privates in Illinois	To provide student and employee exchanges and study abroad experiences, to provide opportunities for international correspondence development.	Membership fee, within last year Diane McNeilly-coordinates faculty and administrators exchanges for the organization; Linda Gruber co-coordinates a huge conference, Pat Kramer served as codirector for a study abroad program in Costa Rica, two faculty participated in exchanges, two students participated.		
Athletics	NIU		Supply Kishwaukee College's athletic program with a certified aid and student athletic trainers.	Fund supplies, treat trainers like we do our athletes (food, uniforms, etc.)	Athletic Director from Kishwaukee oversees, also the head athletic trainer from NIU evaluates.	Offers educated training of athletic injuries for all practices and home and away contests for eight sports.
Automotive Technology Department	Collaboration--Field Trips	Various Automotive- and Automotive-related businesses in Illinois, Michigan, North Carolina, Tennessee, and Florida	To help students understand business strategies and broader overview of industry. Open line of communications between college, employer, and students.	Plan itinerary, arrange far tours and presentations at businesses; promote students to employers.	For tours, develop multiple page itinerary and questionnaires for trips taken.	Employment of students after graduation. Donations to the College from businesses that we tour.
Business and Industrial Development (BID) Center	DeKalb	Kishwaukee College, US Chamber of Commerce, Industrial Management Club, DeKalb County Human Resource Management Assoc., Resource Bank	To co-sponsor seminars, workshops, identified teleconferences, etc; market each others activities through exchange of information in newsletters; attend meetings as called, free attendance at selected offerings.	Identify partners, maintain communication flow, provide special offers, arrange follow-up and assessment of partnership benefits, attend partners meeting that may be appropriate for college representation.		

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
BID Center	Department of Commerce and Community Affairs	Rock Valley College, DeKalb County Economic Development Corp, Rochelle Economic Development Corp, Economic Development Commissions of City of Sycamore and DeKalb	Provide special funding for programming, marketing of programs to address issues and concerns of local officials and community leaders.	Market and implement programs, provide staff, submit reports and records, provide follow-up information and assessment.		
BID Center	Fox Valley Educational Alliance (FVEA)	Elgin Community College, Waubonsee, McHenry, Rock Valley, Judson, NIU, National Lewis, etc.	A forum to share a distance/distribution learning system using an interactive format and to coordinate the different departments of learning, i.e. academic, business, noncredit, community services, etc.	Provide representation on all panels and committees of the alliance. Participate in working groups, provide reports, disseminate info, host meetings, etc.		
BID Center	Genoa	Kishwaukee College, US Chamber of Commerce, Industrial Management Club, DeKalb County Human Resource Management Assoc., Resource Bank	To cosponsor seminars, workshops, identified teleconferences, etc; market each others activities through exchange of information in newsletters; attend meetings as called, free attendance at selected offerings.	Identify partners, maintain communication flow, providing special offers, arrange follow-up and assessment of partnership benefits, attend partners meeting that may be appropriate for college representation.		
BID Center	Illinois State Chamber of Commerce	Rock Valley College, Illinois Manufacturing Extension Center, Illinois Department of Commerce and Community Affairs (DCCA)	To begin a closer alliance with community colleges, local government officials, economic development organizations and the business community, enhance and increase membership.	Provide facility space, support service, and contractual arrangement for personnel.		

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
BID Center	Modern Manufacturing	DeKalb County Economic Development Corp., Greater Rochelle Economic Development Corp., Illinois Manufacturing Association, DeKalb County Industrial Management Club, University of Illinois, Illinois Satellite Network	To promote programs that will enhance the College and partners service to area manufacturers.	Identify partners, keep partners updated on planned and shared activities, identify resources offered by partners to assist local manufacturers needs, cross-marketing of activities, reports provided on activities, number of participants, and evaluation on projects.		
BID Center	Northern Illinois Manufacturing Extension Center	Rock Valley College, Blackhawk College, Highland Community College, Sauk Valley College, Waubonsee Community College, Illinois Manufacturing Extension Center, Chicago Manufacturing Center	Expand and enhance the technical assistance, educational and training opportunities available to regional manufacturers.	Coordinate with other partners, hire and supervise staff, manage budgets and monitor all aspects of grant services, provide timely programmatic and financial reports, manage center coordination.		
BID Center	Rochelle and Sycamore areas	Kishwaukee College, United States Chamber of Commerce, Industrial Management Club, DeKalb County Human Resource Management Assoc., Resource Bank	To cosponsor seminars, workshops, identified teleconferences, etc; market each others activities through exchange of information in newsletters; attend meetings as called, free attendance at selected offerings	Identify partners, maintain communication flow, providing special offers, arrange follow-up and assessment of partnership benefits, attend partners meeting that may be appropriate for college representation.		
BID Center	Small Business Development Center	Elgin Community College, Harper College, DCCA, SBA, Resource Bank, and other local banks, local chamber of commerce	Promote and provide start-up services to area business community, both for the entrepreneur and the established small business owner.	Provide workshops, counseling, and assistance in business plans, loan sources, cash flow, accounting/taxes - access to business library and coordinate with other partners.		

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
BID Center	University of Illinois, Illinois Satellite Network	Fox Valley Educational Alliance (FVEA), Department of Commerce and Community Affairs, HECA, Illinois Board of Higher Education (IBHE), Economic Development Panel of FVEA	Promote the use of and provide services provided through the Illinois Satellite Network.	Utilize services identified by identified representatives, provide program input, schedule and implement programs, provide reports and evaluations.		
BID Center	Workforce Development-KDK and Northwest Illinois JTPA	County Board chairs from Ogle, Whiteside, Carroll, JoDavies, Stephenson, DeKalb, Kane, Kendall	Assist in the planning, implementing, monitoring, and reporting of training, labor market info, and job placement as related to needs assessment and local employer community.	Participate in workforce development board activities, access funding, provide training services, and market the College as the priority training provider.		
Biology	N/A	DeKalb County Forest Preserve District	Promote awareness of local natural areas.	Share data collected by Biology Department members; conduct research and tours with student groups; assist with site management studies per Forest Preserve plans.	Provide students with project opportunities, lead field trips to county owned sites.	Creates awareness of local natural resources, creates awareness of the actions of county agencies, volunteer time spent assisting with managing local resources.
Business and Technology	Accounting and Marketing Management Advisory Committees	None	Receive input from the business community to assist us in updating and evaluating the programs and courses in our areas.	Solicit members.		Update courses and programs
Business Office	DeKalb County Healthcare Purchasing Group	City of DeKalb, DeKalb County, DeKalb Schools, Sycamore Schools, DeKalb Genetics	Achieve lower costs for healthcare and keep as much business as possible in the local communities.	Representation	attend regular meetings	Keeping medical care with our community medical service providers instead of it being provided elsewhere.

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Business Office	Ogle County Intergovernmental Agency Board	Byron and Oregon schools, Byron Forest Preserve, Oregon Park District, Rock Valley College, Byron Museum, Ogle County, Byron Library, Rochelle Township, Byron Fire Protection District	To contest the lowering of the equalized assessed valuation (EAV) of the Byron Nuclear Power Station.	Representation	Attend regular meetings and courts proceedings.	The result of a lower EAV of the Byron Nuclear Power Station would result in a loss of revenue to the College. If that is the case, then the alternatives might be: higher tuition, loss of certain programs, higher taxes for other taxpayers.
Community Education and Services	Cosponsorship of classes	Kanosak Canine Training Center, Maple Park	Kanosak provides rent-free activities which are used for many types of dog training classes.	Plan the activities, schedule, advertise and supervise them.	Attend regular meetings and courts proceedings.	Dog training classes can be provided in an appropriate setting. Also, the business benefits from having its name placed in the CES class schedule and having people use the facility.
Community Education and Services	Cosponsorship of classes	Malta Grade School	To be able to use a room which does not have furniture for certain types of classes.	Plan the courses, advertise them, coordinate the scheduling and supervise the activities.	Attend regular meetings and courts proceedings.	Classes are conveniently located and we are able to offer courses which would not otherwise be possible because the College does not have a large room (with no furniture).
Community Education and Services	Cosponsorship of classes	Shabbona/Waterman Indian Creek School District	Cosponsor CES classes in various Indian Creek School District locations.	Plan courses, coordinate scheduling of rooms and supervise the activities. A local assistant coordinator is hired by the College to oversee the program.	Attend regular meetings and courts proceedings.	Classes are conveniently located for Shabbona/Waterman residents, very reasonably priced (no rental fees charged by the school district).
Community Education and Services	Cosponsorship of classes	North Grove School	To provide a unique learning experience in a one-room school house—Turn-of-the-Century summer camp.	Schedule the program, hire the teachers, hire a part-time coordinator.	Attend regular meetings and courts proceedings.	Because we are allowed free access to this historic landmark, we can provide a unique learning experience to district children. The one-room school house creates the perfect climate for this program.

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Community Education and Services	Cosponsorship of classes	Genoa-Kingston High School	To provide College courses in the Genoa-Kingston area.	Plan, schedule, advertise, and coordinate classes.		The high school offers use of the facility free of charge. Community members can stay close to home to take college course work.
Community Education and Services	Cosponsorship of classes	Barnaby's (Sycamore)	To provide a facility for data processing classes.	Schedule, advertise and coordinate courses.	Attend regular meetings and courts proceedings.	There are very few locations in the College district which have facilities for data processing classes. Barnaby's allows us to use their facilities and computers. The benefits from having its name placed in the CES class schedule and having people use the facility.
Community Education and Services	Cosponsorship of classes	First National Bank DeKalb/Sycamore	To share in the administration-coordination of trips.	The College and the bank alternate the coordination responsibilities.	Every other semester the College's community services coordinator makes arrangements for the trips.	College students as well as bank patrons may register for these programs, thereby doubling the number of potential registrants. When a trip is scheduled we need to reserve a bus which is very costly; we cannot afford to do so individually.
Community Education and Services	Cosponsorship of classes	DeKalb Area Women's Center	Kishwaukee College is able to use a large space which does not have any furniture (for special classes.)	Plan the classes, schedule the rooms and advertise them in the class schedule and supervise them.	See above	We are able to offer a type of course which would not be possible due to space constraints.
Community Education and Services	Cosponsorship of classes	On Eagles' Wings Equestrian Center-Kirkland	Kishwaukee College needs an equestrian facility. This group allows us to use the facility and the horses.	Schedule courses and advertise them.	See above	Kishwaukee College is available to provide equestrian classes for reasonable prices. Also, the local business benefits from having its name placed in the CES class schedule and having people use the facility.

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Community Education and Services	Cosponsorship of classes	Kirkland-Hiawatha High School	Cosponsor classes in the high school.	Plan the courses, coordinate the scheduling and supervise the activities. A local assistant coordinator is hired by Kishwaukee College to oversee the program.	See above	Classes are conveniently located for Kirkland residents, and are reasonably priced in part due to no rental fee.
Community Education and Services	Cosponsorship of classes	Wesley Foundation	Wesley provides a room with no furniture which we need for certain types of classes.	Plan the courses, schedule the rooms, supervise the activity.	See above	Types of courses are offered which could not be otherwise, since these courses require a large empty space.
Community Education and Services	Cosponsorship of classes	Waubonsee Community College	Jointly plan art courses and allow enrollments from both Waubonsee and Kishwaukee College.	Share in the coordination and costs of offering the classes.	See above	We are able to offer several types of courses which probably would not have sufficient enrollment (from only one school).
Community Education and Services	Cosponsorship of classes	Older Adult Program-Barb City Manor, Senior Services Center, Oak Crest (DeKalb); United Methodist Church (Esmond); Lincoln Manor, Rochelle Park District; Hub City Senior Citizen Center (Rochelle); Sycamore Community Center	Provide courses for individuals 60 years of age (and over) at no cost or minimal cost.	Plan the courses, coordinate the scheduling. One of the duties of the community education coordinator is to supervise the Older Adult Program.	The community education coordinator meets regularly with the administrators of these institutions to plan and carry out these activities.	Extremely convenient; many courses are offered in residential centers and most cost only $2, which make them accessible to many segments of the older adult population.
Community Education and Services	Cosponsorship of classes	DeKalb School District; Rochelle School District; Sycamore School District		Plan, schedule and advertise courses, coordinate scheduling of rooms and supervise all Kishwaukee College courses. A local assistant coordinator is hired by Kishwaukee College to oversee the program.	Same as above	Classes are conveniently located for district residents and are very reasonably priced in large part due to minimal rent ($5 per night per building)
Community Education and Services	Cosponsorship of classes	DeKalb Community Coordinated Child Care (4-C)	To provide low-cost professional child care training.	We coordinate registration and charge only $2 per student (the College's regular registration fee).	See above	4-C pays the instructors' costs. By sharing resources we are able to provide training for child care providers, essentially at no cost.

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Chemistry	FBC Industries	N/A	Provide scholarship money for chemistry students.	None	N/A	Two students received $500 checks.
Collision Repair Technology Department	Interindustry Collision Automotive Repair (I-CAR)	None	Ensure that faculty and students have access and training in the most up-to-date repair techniques and to promote professionalism in graduates.	Promote I-CAR standards, teach techniques in lecture and laboratory, support faculty training, and house training aids.	Advisory members support I-CAR training, curriculum revisions to incorporate repair techniques and I-CAR curriculum, storage area for training aids, financial support for faculty to attend training.	Through this alliance, Butch Grainger has become trained to teach I-CAR courses for the industry and Kishwaukee College students. Graduates have been trained to repair cars to meet the rigors of industry specifications.
Diesel Power Technology	Collaboration--Field Trips	Ryder Truck, Rockford Truck, Patten Tractor-Capital Equipment	Hire graduates for their companies.	Keep up-to-date training in curriculum.	Attending industry training classes teaches using modern engines and techniques.	Good employment after graduations supply graduates for hire at area companies.
Diesel Power Technology	Patten Tractor and Equipment, Inc. (Caterpillar dealership)	None	Strengthen the Kishwaukee College diesel program to provide service technicians trained with modern technology and current technical content on repair procedures.	Faculty attend industry training; incorporate new information and technology into curriculum; recruit qualified students; provide Patten opportunities to interview students for future employment.	Revise curriculum; support faculty expenses for industry training; invited Patton representative to join advisory committee provide opportunities for Patten representative to visit with students.	Student access to modern technology otherwise unaffordable, faculty trained in current technology and repair techniques would also not be possible, and job opportunities for students; well-trained student available for any employer.
Drafting	Drafting and Design Internships	Cooper Industries-Sycamore, Alloyd-DeKalb, A.G. Communications-Genoa, Avery Dennison-Rochelle	This program offers on-the-job work experiences to reinforce material presented in the classroom.	Monitor internship experiences to assure student/intern and supervising employer are satisfied with the experience.	On-site visitations conducted throughout the semester.	Students gain confidence as an aside to the knowledge that is obviously gained. Employers gain respect and interest for/in the College and its mission.
Drafting	Kishwaukee Education Consortium (KEC)	Eight District High Schools	To better educate and prepare students for occupations.	Attend meetings and come to agreement on articulation relative to tech-prep/2+2 education.	We attend joint meetings hosted by the KEC for purposes of bringing high school and College instructors together.	

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Forensics	Judy Santacaterina-SWAN NIU		Facilitating Forensic Tournament. Judy provides qualified judges we need to hire to run tournament.	Host tournament.		Allows us to run/host tournament. Provides experience to graduate students in judging forensics.
Forensics	Phi Rho Pi (National Forensic Honor Society)		To promote forensic activities on campus, regional and national levels.	Maintain membership.	I am a member, there are student members.	I am on the national tournament staff, students compete at a national level, national reputation in forensic competition.
Horticulture	Collaboration-Field Trips	None	Introduce students to job opportunities in their career areas.	Arrange contacts for visits to various host sites. Representative visits to each general career area in horticulture are typically arranged.	Plan itinerary that outlines in detail all employer visits. Hotel for lodging are contacted, tour bus rented, and behavior guidelines are established. Students are required to ask specific questions at each employer visit.	Students learn about potential career areas by visiting different occupational areas. The community benefits by obtaining some students as employees. Other Field Trips-Klein Arboretum, KCA Mid Am, Chicago, Midwest Ground Covers, and Nachusa Prairie.
Horticulture	Collaboration-Horticulture Field Trips		For students to observe potential career opportunities in their chosen fields. Employers gain educated employees.	Make specific contact for in-state, and out-of- state field trips. Select representative visits for the varied career interests (greenhouse, floral design, turf, nursery and landscape design). Evaluate visits by using questionnaire sheet to determine future visits.	Each semester contacts are made and specific times are set up for the various visits.	Students gain insights on different employment opportunities (career paths). The community gains educated, qualified employees.
Journalism	Northern Public Radio		Source for guest speakers, tours, internships			Provides professional models/mentors to students, provides student workers for station and Northern Illinois Radio Information Service (NIRIS)

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Journalism	*Northern Star*		Student exchange, source of guest speakers; many Kishwaukee College students transfer to NIU.			Provides contact/opportunities for transfer students.
Journalism	*Rockford Register Star*		Source for guest speakers.			Provides professional models and contacts for possible internships.
Learning Resources Center (LRC)	NILRC, a consortium of Midwest community colleges	All Illinois community colleges LRC's and a few two- and four-year schools from neighboring states.	Staff development, group buys, telecourse contracts, facilitates grants, cooperative sharing of materials, consulting services, lobbies for community college LRCs.	Attend meetings, serve on committees as needed.	We attend meetings and have served as officers of the group.	We obtain discounts on needed items, i.e. projection lamps 70% off list prices. We obtain better contracts and rates on telecourses. Staff development, focused on LRC concerns is available.
Learning Resources Center (LRC)	Northern Illinois Library System (NILS)	Over 100 libraries (public, school, academic and special) in the northwestern section of Il.	To promote cooperation between libraries, staff development, interlibrary loan, staff dev on library topics, facilitates state grants to libraries, group buy discounts, consulting services.	To participate in at least three staff development programs per year, to provide materials to other libraries on request, to serve on committees as needed.	Attend meetings and workshops, serve on committees when needed, provide interlibrary loan to other libraries, listing book, and serial holdings in NILS databases.	We are able to obtain library material which we do not own and which our students need in a timely manner. We can obtain, when needed, advise from consultants who specialize in various library issuers. NILS provides daily van service between libraries
Learning Resources Center (LRC)	Serials of Illinois Libraries Online (SILO)	Membership is open to all Illinois libraries (public, academic, school, and special).	To make available to all libraries within Illinois the periodical holdings of all libraries.	To maintain our list of serials with the consortium.	We annually compare the SILO list to our current list of serials and make needed corrections.	We are able to identify which Illinois libraries have a periodical that has an article needed by a student and request the materials directly.
Learning Resources Center (LRC)	Upstate Consortium	Hospitals and schools of nursing in northwest Illinois.	To promote staff development and cooperation between libraries affiliated with hospitals and schools of nursing.	Attend semi annual meetings. Serving as facilitator/chair when it is our turn (about once every ten years).	We attend meetings when possible. Carol Curtiss Wubbena is serving as chair this year and the consortium is holding its meetings at Kishwaukee College .	The librarians are able to keep up to date on the information needs of our nursing and radiology students. It is also a good vehicle for us to learn about trends in the medical field.

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Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Manufacturing Technology	Kishwaukee Education Consortium-Manufacturing Academy	Industrial Training Council	To promote manufacturing programs in the local high schools (juniors and seniors).	Offers classes taught by full-time manufacturing technology instructors during student class times. 1:00-2:30 p.m.	Capstone Program "offer classes that articulate to manufacturing technology program."	Offers students in high school training to work in local industry. Industry traditionally has difficulty finding trained, qualified personnel.
Media Services	Fox Valley Educational Alliance (FVEA)	Waubonsee, Elgin, McHenry County, and Rock Valley Colleges, Aurora University, Judson College, NIU	To provide a consortium of institutions, to provide two-way interactive video classes (distance learning). Provides courses to underserved rural students.	Coordinate program (class) offerings, provide technical support in daily operation, and provide classroom space.	1.5 FTE staff to coordinate program and technical support.	Provides programs not otherwise available to our students. Typically, low-enrollment courses or courses not available through Kishwaukee College . Provides grant-based equipment not otherwise available.
Media Services	Illinois Satellite Network/NTV	34 participating community colleges in Illinois	To provide a partnership for continuing education, management, and technical programs for small and medium-sized business and institutions in Illinois.	Coordinate, facilitate, and distribute satellite based programs in support of the above mission.	In Media Services: provide technical support and equipment necessary for the satellite programs. Deliver and set-up equipment, videotape programs.	Provides programming not otherwise available to business and local institutions. Received grant-based equipment not otherwise available.
Mathematics Education Science and Health (MESH) Division	Elgin Community College (ECC)		ECC allows two students (guaranteed) from our district to enroll in physical therapist assistant on their campus.	Promote to students.	Make information available to students and advising staff.	Provides career opportunity to students interested in PTA from our district.
Nursing	Nursing clinical sites	Kishwaukee Hospital, Rockford Memorial and Swedish American, Mercy-Aurora, Delnor-Community Hospital-Geneva, Rochelle Hospital, TriCounty Health Center	Clinical experiences for nursing students.	Yearly contract, immunizations, CPR, malpractice insurance records for each student, MS prepared nursing facility.	Nursing office keeps records on students. Mails yearly contracts to all agencies.	Essential for student nurse experience. Gives students exposure to agencies for future jobs.
Physical Education	Creston Elementary School		Allow a clinical experience for elementary education majors who are registered for PE 250 and ED 282.	Supervise these students while in the classroom and gymnasium at Creston.	Jodi Lord who is the direct supervisor evaluates with a written document that goes in each students folder.	Allows ours students an "early" look at the field of elementary education, allows some additional hands in the classrooms at Creston.

APPENDIX T

(Continued)

Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Radiology	Elgin Community College (ECC)		We have agreed to provide five openings in our Radiology program for students of the Elgin district. We in return use St. Joseph Hospital in Elgin for clinical.	Accept applications from ECC students - Keep ECC informed of student interest from their district - work toward offering courses via distance learning.	We accepted two students from ECC in to our program for fall 1997. Communicate frequently with the Director of Health Professions at ECC.	Gives students from ECC through opportunity to enroll in a radiology program (St. Joseph had terminated their hospital program). The agreement also gives an additional hospital site for our program.
Student Services	Alliance with area high schools and special needs offices.	High schools, DeKalb County Special Education Association (DCSEA)	Aid in transition of special needs students from high school to Kishwaukee College	Communication with relevant personnel. Attend high school transition meetings when invited.	Regular communication. Appropriate form development.	Students needs are better met as they transfer to Kishwaukee College.
Student Services	Anorexia Nervosa and Associated Disorders (ANAD)-Eating Disorder Group-coordinated through NIU Counseling Center	NIU Counseling Center and National ANAD	To provide leadership and support to students and community members recovering from eating disorders.	For 3 years, leadership was provided for a weekly 1.5 hour group.	Counselor was leading/ participating as part of her work responsibilities.	Provides clinical leadership in solving a problem that has significant impact on young adults.
Student Services	Articulation agreements with 4-yr institutions	In the 1970-Present "Contract Agreements" includes Chicago State University, Eastern, Governor's State, ISU, NIU, U of I at Springfield, SIU and WIU. Summer 1998-IAI agreement includes all state four-year schools for basic core general education courses	For all students who transfer to institutions to know the core general education courses that no matter where taken in IL the courses and core general education package will be accepted in transfer.	Identify our core general education courses and advise students of IAI transferability.	Advisement, publicity, and use of the world wide web (www).	Allows students to be assured of all Illinois colleges and universities who agree to IAI that if they complete the IAI core general education courses that receiving four-year institution will grant them credit and basic general education requirements satisfied.
Student Services	Career Fair	Area high schools, area employers, Illinois Employment and Training Center (IETC) partners, DCSEA Public Aid office, Kishwaukee College	Career information and employment opportunity information for area high school students, Kishwaukee College students, and community members	Organization of annual Career Fair and hosting it.	many meetings, much communication	Education/Information about careers and job search. Links employees with employers, educates potential employees.

APPENDIX T
(Continued)

Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Student Services	College Night/All district high schools	All district high schools and 65+ regional colleges and universities	1) To provide a public service to area students; 2) To bring area residents onto our campus (use as a resource); 3) To recruit potential students to the College.	All planning, organizing, and hosting through Kishwaukee College. area high school counselors promote and publicize.	Time, staffing commitment, make facilities available. Counselor coordinates; dean's secretary devotes considerable time and energy.	Major public service to area college-bound students.
Student Services	DeKalb County Partnership for a Substance Abuse Free Environment	Local high schools, DeKalb, Sycamore, Genoa-Kingston and local businesses and Industry	To promote and plan programs for substance abuse free environments in schools, work sites and community settings.	Had been part of the steering committee.	Attend regular meetings.	Has provided the leadership to develop and implement some programs to curtail substance abuse in schools and work settings.
Student Services	DeKalb County Transition Planning Committee	Depart of Health Office of Rehabilitation Services, Opportunity House, RAMP, Family Service Agency, Voluntary Action Center (VAC), United Cerebral Palsy, DCSEA, parents, Kishwaukee Hospital, Kishwaukee College, employers	Assist in transition of students with special needs.	Committee work-we planned a transition fair last year.	Four meetings a year.	Later—agency cooperation mean needs of area students with disabilities are better met.
Student Services	Graduate Intern Supervision	NIU, Western Illinois University	To assist NIU in preparing professionals in the field of counseling or student development.	Provide opportunities for the intern to participate in specific counseling situations; i.e. individual counseling, group counseling. To spend one hour per week in face-to-face supervision as well as monitor the activities and skills/performance of the intern	Plan the types of activities needed. Provide office space and staff time. Experienced professional supervision benefits the intern.	Students at Kishwaukee College have access to a counselor nearing the end of Masters training. Ideas and enthusiasm often stimulate new activities.
Student Services	Heartland Blood Center, yearly blood drives	Heartland Blood Center	To help provide the needed blood for hospitals.	Coordinates the Blood Drive twice a year.	Promote the drive, staff the necessary tables, encourage individuals at Kishwaukee College to donate.	Hospitals are able to obtain, from Heartland Blood Center, the blood they need for their patients.

APPENDIX T

(Continued)

Unit	Name of Partnership	Other Partners	Purpose of Partnership	Kishwaukee College Responsibilities	Fulfillment	Benefit
Student Services	Kishwaukee Education Consortium (KEC)--Counselor's Cooperation	Consortium administrators, Sycamore, DeKalb, Genoa, Kirkland, Malta and Rochelle high schools	To offer improved vocational opportunities to area high schools students and to ease the transition (where appropriate) into Kishwaukee College's occupational programs.	Advisory information sharing, planning functions with relevant high school counselors. (One monthly meeting.)	Two counselors participate and are points of contact.	Improved educational opportunity for students; prevents duplication of services.
Student Services	Transfer Center	NIU	Through a State of Illinois IBHE/HECA Grant establish a transfer center at Kishwaukee College to increase the success at Kishwaukee College and transfer of Kishwaukee College students to senior institutions.	Grant budget responsibility., hiring, supervision, and operation of transfer center. Track students use of services and determine success rates.	Through a director and secretary who plan, implement, and evaluate services offered to achieve grant objectives.	Partnership results in more services for transfer students and minority A.A./A.S. students in particular in achieving their educational goals of transferring to a four-year institution.
Student Services	TransVac Bus Service	Voluntary Action Center (VAC)-DeKalb	To provide transportation for Kishwaukee College students to and from DeKalb/Sycamore area who do not have personal means of transport.	Register students and collect fees. Send fees collected to VAC each term.	Use of registration and accounting systems. TransVac supplies bus and drivers.	Bus allows approx. 115 students to attend Kishwaukee College per year who otherwise could not get to the College. This equates to approximately 1,380 credit hours on 92 FTEs.
Student Services	United Way/United Fund Drives	DeKalb United Way, Sycamore United Fund, and other United Way, United Fund agencies in our area	To raise funds from employees for social service and youth support services.	Run employee campaign, collect money, and payroll deductions and pass-on to DeKalb United Way to disperse designated amounts to appropriate community funds.	Solicit employees through direct mailbox campaign and publicity.	Provide social service agencies with funds to help with, families, and our students who need the services.
Theatre	NIU Department of Theatre Arts		To have NIU students or faculty assist with Kishwaukee College theatre productions in lighting and set design.	Provide the school of Theatre Arts with the scheduled play and time frame. Order all materials needed and provide physical help for building, hanging and running of lights and set design. We also pay a stipend.	The director of theatre sets all of this with the faculty member in charge at NIU.	All students involved benefit through knowledge, experience, and building of their professional résumé. NIU hiree receives money as well.
	KDK (SDA4)					
	SDA-5					

APPENDIX U

1997 KISHWAUKEE COLLEGE OFF-CAMPUS LOCATIONS

AURORA
Caterpillar

CRESTON
Creston Elementary School

DEKALB
Affiliated Hospital
Barb City Manor
Caterpillar
Clinton-Rosette Middle School
Colonial House
DeKalb Area Women's Center
DeKalb High School
DeKalb Public Library
First Lutheran Church
Illinois Employment and Training Center
Kishwaukee Community Hospital
Matthew Boone's
Oak Crest
Peddler's Patch
Senior Services Center
Tyler School
Wesley Foundation

ESMOND
United Methodist Church

GENOA
AG Communications
Greenlee Textron
Genoa-Kingston High School
Oak Club of Genoa

KIRKLAND
Hiawatha High School
McQueen Forest Preserve
On Eagles' Wings Equestrian Center

LEE
Farm Bureau

MALTA
Malta Fire Department
Malta Grade School

MAPLE PARK
Kanosak Canine Training Center

ROCHELLE
Eaton Corporation
Rochelle Fire Department
Rochelle Township High School
Holiday Inn
ITW Woodworth
Rochelle Junior High School
Lincoln Manor
Recreation Center
Senior Citizen Center
Spring Lake Marina
St. Patrick Learning Center

ROCKFORD
St. Anthony Medical Center

SHABBONA
Shabbona Grade School
Indian Creek High School

SYCAMORE
Barnaby's
City Clerk's Office
Sycamore Community Center
DeKalb County Public Safety Building
Driv-Lok
Federated Church
Sycamore High School
Ideal Industries
Johnson Controls
North Grove School
Opportunity House
Sycamore Southeast School

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